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A SYSTEMS ANALYSIS OF SOUTHWESTERN SPANISH SPEAKING USERS AND NONUSERS OF LIBRARY AND INFORMATION SERVICES DEVELOPING CRITERIA TO DESIGN AN OPTIMAL MODEL CONCEPT. FINAL REPORT.

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ABSTRACT

This project was conceived to scientifically factor the elements of importance and then to formulate library systems concepts that would have short and long range meaning to the Mexican American community. A three phase program was initiated to achieve these objectives. The first phase was a seven group survey to determine (1) how many Mexican Americans use library facilities, (2) what element of the population they represent, (3) what benefits they derive from the system and (4) what socio-economic factors affect library usage in the Mexican American community. The seven surveys included: (1) users of libraries, (2) non-users of libraries, (3) top level administrators of public libraries, (4) working librarians of public libraries, (5) top level administrators of public and parochial schools, (6) working librarians of public and parochial schools and (7) administrators of community/junior colleges. The second phase consisted of analyzing the data of the surveys to determine the city demographic differences or the personal Mexican American attributes that were causal effects in library usage and non-usage. The third phase extended the knowledge derived from the surveys to anticipate near term and long term community requirements and the libraries' possible response and participation in these needs. (Author/NH)

ED 066173

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FINAL REPORT
OEG-0-70-1933

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Libraries and Educational Technology

NATIONAL EDUCATION RESOURCES INSTITUTE, INC.
1140 Connecticut Avenue, N.W., Suite 410
Washington, D. C. 20036

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FINAL REPORT

Contract Number OEG-0-70-1933

"A Systems Analysis of Southwestern Spanish Speaking Users and Nonusers of Library and Information Services Developing Criteria to Design an Optimal Model Concept"

National Education Resources Institute, Inc.

Suite 410

1140 Connecticut Avenue, N.W.

Washington, D.C. 20036

June 30, 1972

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education

Bureau of Libraries and Educational Technology

LI 003 805

This study was undertaken under contract to the U. S. Office of Education. However, opinions and points of view presented in this report represent the views of the National Education Resources Institute, Inc., and do not necessarily reflect the official position of the Office of Education.

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SECTION 1.0 INTRODUCTION

1.0 INTRODUCTION

This is the final report of the project entitled, "A Systems Analysis of Southwestern Spanish Speaking Users and Nonusers of Library and Information Services Developing Criteria to Design an Optimal Library Model Concept." This work was done under contract number OEG-0-70-1933 by the National Education Resources Institute, Inc., for the Office of Education of the Department of Health, Education and Welfare during the period of May 5, 1970 to December 31, 1971.

The central purpose of the project was to develop library concepts that will allow library systems to better serve the Spanish speaking[1] community. The findings are primarily based on data gathering in a total of eleven (11) cities in the states of Arizona, California, Colorado, New Mexico and Texas.

The information base consists of:

---a survey of library users and nonusers, taken in those parts of the cities containing high percentages of Spanish speaking persons;
---special information from experts and professionals in the library science field;
---a survey of public school, parochial school, public junior college and institutional libraries and library systems serving the Spanish speaking community; and
---interviews at the city government level to determine the support policy, organizational, and control environment within which the public library systems operate, and interviews at the operating and policy making levels of these systems.

The report intends to indicate quantitatively the reponses given to the survey and then qualitatively analyze the data to abstract the prime reasons that make a library meaningful to the Spanish speaking community. From this data it is hoped that the factors that would draw the nonuser to the library can be detected. The conceptual models of the library that would follow cannot be universal panacea but would offer a matrix of improvements that could be used in an incremental fashion by existing library systems to best suit their particular environment and character.

---

[1] The terms Mexican American and Spanish surnamed are used interchangeably throughout this report. Spanish speaking refers either to any individual who speaks Spanish or to indicate a group which speaks Spanish as a first language, in this report primarily Mexican Americans. We have used these terms in the study for purposes of uniformity while recognizing that there are local terminology preferences within the various areas studied. In Section 2.0, Demographic Data, we have occasionally used a term provided by local sources; in these cases, the sources is referenced. The term "anglo" refers to white persons who are not Mexican Americans or members of other Spanish surnamed groups.

The hoped for result is a library that is not just a repository of books but a dynamic information center where the members of the community are drawn because they recognize the library as the center for vital community service from which they benefit. It has an educational function--and most important--one where the participants voluntarily are involved.

According to the U. S. Department of Health, Education and Welfare,

> "The needs of the Spanish surnamed community are numerous: low income (the median family income is about 70% of the national average; 17% of the households headed by a person of Spanish origin reported a family income of less than $3,000 in 1970 as compared to 10% of all other households); low educational level (52% of the Spanish surnamed persons aged 20 - 29 have not completed high school); high unemployment (1.7 times the national average); concentration in low-paying jobs (23% of Spanish speaking men and 41% of Spanish speaking women are in white-collar jobs compared to 41% and 61%, respectively, of men and women in all other backgrounds); inadequate housing; and poor health. These problems are complicated by the linguistic and cultural differences existing between the Spanish surnamed communities and the rest of society.
>
> A recent study by the U. S. Commission on Civil Rights showed that Mexican American youths in the Southwest have a higher dropout rate than either black or white students."[2]

There is a tremendous need for education, re-education and revitalization of these entire people. And it must be accomplished with an understanding that will gain acceptance from a proud people. As such, this program must be variable, adaptable and must seek a direction which is "simpatico" to five million people seeking new cultural patterns while retaining some identity with values that have been passed down for centuries. These people cannot be simplistically categorized, for they are neither homogenous in the United States nor surprisingly, in Mexico. This heterogenous group includes (1) the rural "Latin" of Texas, New Mexico and Arizona which has very strong ties to its Mexican heritage and traditions, (2) the rural "Hispanos" of Colorado and New Mexico, who claim historical links to Spain, (3) the highly urbanized Mexican American or "Chicano" of California, and (4) the recent Mexican emigrant who has bonds to the soil but is forced by economics to live and work near the city. This latter group is swelling at a rate of 120,000 a year legally and an equal or greater number illegally.

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[2] U. S. Department of Health, Education, and Welfare, Study of DHEW Services to Ethnic Minorities, RFP-59-72-HEW, OS (Washington, D. C.:DHEW, 1972), Enclosure 1, p.2.

The dynamism of these people is not only evident in population growth; it is also indicated by major shift in their life style. Prior to World War II, most Mexican Americans throughout the southwest were found in rural areas. By 1950, the population shifted so dramatically that over 60 percent of the Spanish speaking Americans had moved from rural to urban areas. This tendency continued in the following decade so that by 1960, 80 percent of this population became urban. The trend has not stopped in the last decade. In southern California the Mexican American population increased 92.3 percent during the period of 1950 to 1960, so that by 1960 the population in eight counties exceeded 870,000. The 1970 census will reveal that this number is now over one million people. It is important to note that this population, which represented approximately 80 percent native born, also represented in the 1960 census an equivalent percentage (80%) under 35 years of age. Therefore, it is a young, virile group with great growth potential.

Among the other factors that must be considered are the multicultural background of the Mexican American and the Anglo American's misconception of the Mexican American capabilities and desires. The multicultural aspects include:

(a) A mixture of Spanish-Indian-Anglo blood. Ninety-five percent of Mexican Americans are part Indian. The Mexican American is primarily Spanish speaking but he is very different from a Spaniard. He feels empathy for things Mexican but he does not consider himself Mexican. He envies the well being of the Anglo community but not the acquisitiveness of the Anglo. He is a true amalgamate of these societies.

(b) A highly developed urban background, dating back from the Aztec city state, mixed with the love of the soil understood only in traditional rural societies.

(c) A complex socio-political ideology that synthesized elements of Indian, Spanish, and Anglo values of property and human rights. This political philosophy is democratic in principle and is founded on antipathy to strong central authority. The Mexican American understands the principle of local community mores and laws much more than the pervasive power of the monolithic government.

The Anglo American tends to generally underestimate the capabilities and desires of the Mexican American. The factors of poverty, uncohesive political bonding, and language differences have served to reinforce this low regard. Some feeling of inferiority has been accepted by the Spanish speaking American. Mexican American students have been stereotyped as low achievers. This feeling has generally been accepted by teachers and administrators and parents. The student unhappily measures up to this accepted level of mediocrity and therefore tends to quickly join the army of unskilled labor.

It is not the purpose of this study to champion the return of the southwest to all things Mexican or Spanish but rather to suggest that the unhappy cycle of poverty from birth to grave can be broken through education. To accomplish this task the Anglo community must accept the fact that the Mexican American is bilingual, with Spanish being the first language, and that in order to reach the young a bilingual education system must be developed. Today "the child who enters school with a language deficiency and the cultural deprivation of long continued poverty is made unbearably aware of his disadvantages. School is supposed to help him solve his problems--instead it convinces him that they are beyond his solutions." [3] If they are to be of value to their current and potential users, libraries must be sympathetic to the needs of the Mexican American community.

This report documents the investigative effort of canvassing a variety of sources for reactions to Mexican American library interface problems. The findings of the survey are not initally prejudged but are presented as raw data. Analysis of the data for cross-correlated criteria is made and library model concepts are offered. The final report is formated in the chronological sequence that the program followed.

The program ground rules and objectives are described in Section 1.0. The stage is then set in Section 2.0 by describing the characteristics of the local government and the demography of the 11 survey sites. The political picture is then extended to the federal level, and the United States Government interests and doctrines are explored.

Section 3.0 presents an analysis of the data acquired in the user/nonuser surveys ascertaining the prime needs in library service by the Spanish speaking people is made in this section. The evaluation criteria used to develop the program conclusions are outlined.

Chapter 4.0 is an analysis of the findings of various libraries at the operational level: public, school, and junior colleges.

Progression of present library service to new program activities and services is the subject of Section 5.0. Culmination of the report is the modeling of several alternatives to present library systems which make the services and programs offered more meaningful to the Spanish speaking user and is a bait for the nonuser.

---

[3] Herschel T. Manual, Spanish Speaking Children of the Southwest: Their Education and Welfare, (Austin, Texas: University of Texas Press).

SECTION 2.0 GENERAL DEMOGRAPHIC DATA

2.0 GENERAL DEMOGRAPHIC DATA

The purpose of this section is to provide the reader with a base of general background information about the survey sites. It is hoped that some added environmental cause and effect clues on library service to Mexican Americans will be revealed and will supplement the user/nonuser and supervisor/librarians survey results and analyses.

2.1 Areas Surveyed

Eleven areas are represented in the survey: Phoenix and Tucson, Arizona; Los Angeles, San Diego and San Jose (Alviso), California; Denver, Colorado; Albuquerque and Santa Fe, New Mexico; and El Paso, San Antonio, and Crystal City, Texas. The description of each of these sites is prepared in a common format to allow the reader to more easily compare areas.

A number of items are taken into consideration for each area. These include: general population and demographic descriptions, with particular emphasis on the Spanish speaking population; the city government of each site with discussion of how the public library system is integrated into the government; specific information on the operation of the public library system in the survey sites; and a discussion of sample school library operations.

Detailed discussions of the library services offered by the city, the schools, and community and junior colleges are included in the sections of this report specifically concerning these services.

2.1.1 PHOENIX

A. Demography -- With 581,562 residents, the city of Phoenix ranks twentieth in the nation in population. According to Inside Phoenix, 89 percent of the population is Anglo American, seven percent is Mexican American, three percent is Black, and one percent is American Indian.

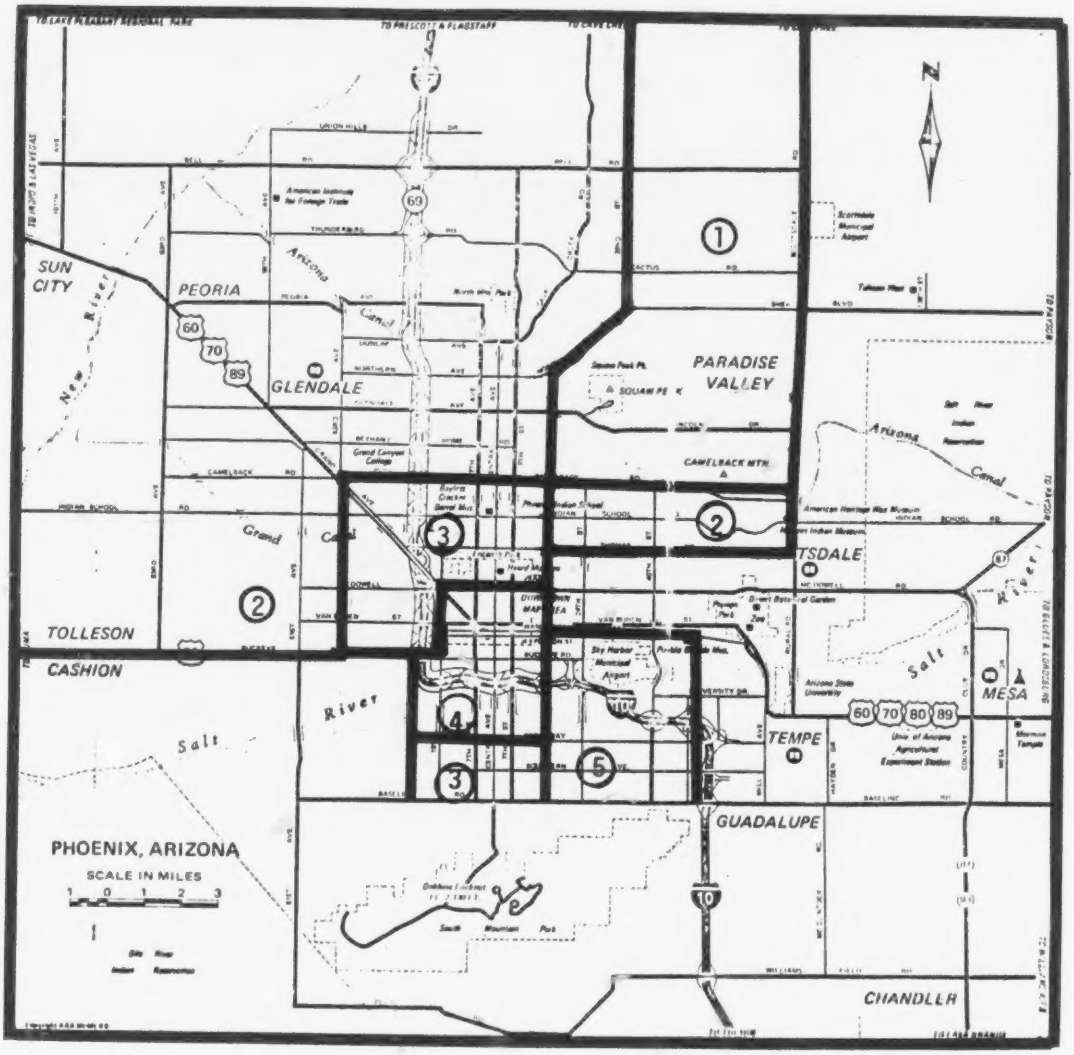
Phoenix is divided into five primary population areas, as shown in Figure 2.1-1. These areas include an Anglo American housing area, Mexican American housing areas, and a Black housing area.

Unemployment in Phoenix is considered moderate by the U.S. Department of Labor Manpower Administration, but of the 20,800 who are unemployed, 4,000 are members of minority groups. In a labor force of 407,800, 38,800 are Spanish surnamed.[1]

---

[1] Information supplied by the Arizona State Department of Unemployment Compensation.

FIGURE 2.1-1 PHOENIX: PRIMARY POPULATION AREAS


PHOENIX, ARIZONA
SCALE IN MILES
1 0 1 2 3
N
①
②
②
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③
④
⑤
SUN CITY
PEORIA
GLENDALE
TOLLESON
CASHION
PARADISE VALLEY
CAMELBACK MTN.
SQUAW PEAK
TSDALE
TEMPE
MESA
GUADALUPE
CHANDLER
New River
Salt River
Arizona Canal
Grand Canal
60
70
89
69
10
80
Sky Harbor Municipal Airport
Arizona State University
South Mountain Park
Salt River Indian Reservation
TO PRESCOTT & FLAGSTAFF
TO PAYSON

#1 Anglo-American Area (High Income -- $20,000 and above per year)

#2 Anglo-American Area (Upper Income -- $10,000-$20,000 per year)

#3 Mexican-American Area (Poverty Level Income -- $6,000 or lower per year)

#5 Black Area (Low to Poverty Level Income -- $4,000-$7,000 per year)

B. City Government -- Phoenix is organized under a council-manager form of government. The mayor and six councilmen, who are elected to two-year terms, have the duty of establishing city policy to be administered by the city manager. The mayor also has the duty of appointing citizens to various civic commissions upon the recommendation of the city manager. Accordingly, the council is also responsible for the appointments of seven citizens of Phoenix to serve for two years as members of the Library Board. This board serves only in an advisory capacity and has no jurisdiction in policy-making matters. However, the Library Board does make recommendations which are taken into consideration by the library administration. A Mexican American who has been an active participant in community affairs has recently been appointed to the Board.

The Library Director is appointed by the city manager. The Assistant Library Director is hired by the Library Director in coordination with the city personnel department director and the city manager. All other professional employees are selected by the Assistant Library Director according to city personnel department requirements.

C. Public Library System -- The Library Administration section of the Phoenix library system provides supervision, planning and control of three Library Department divisions: Central Library, Technical Services, and Extension Services.

The Central Library Division operates the Main Library and provides research facilities and services, maintains the Arizona book collection, and provides reading materials for adults, children, and youth.

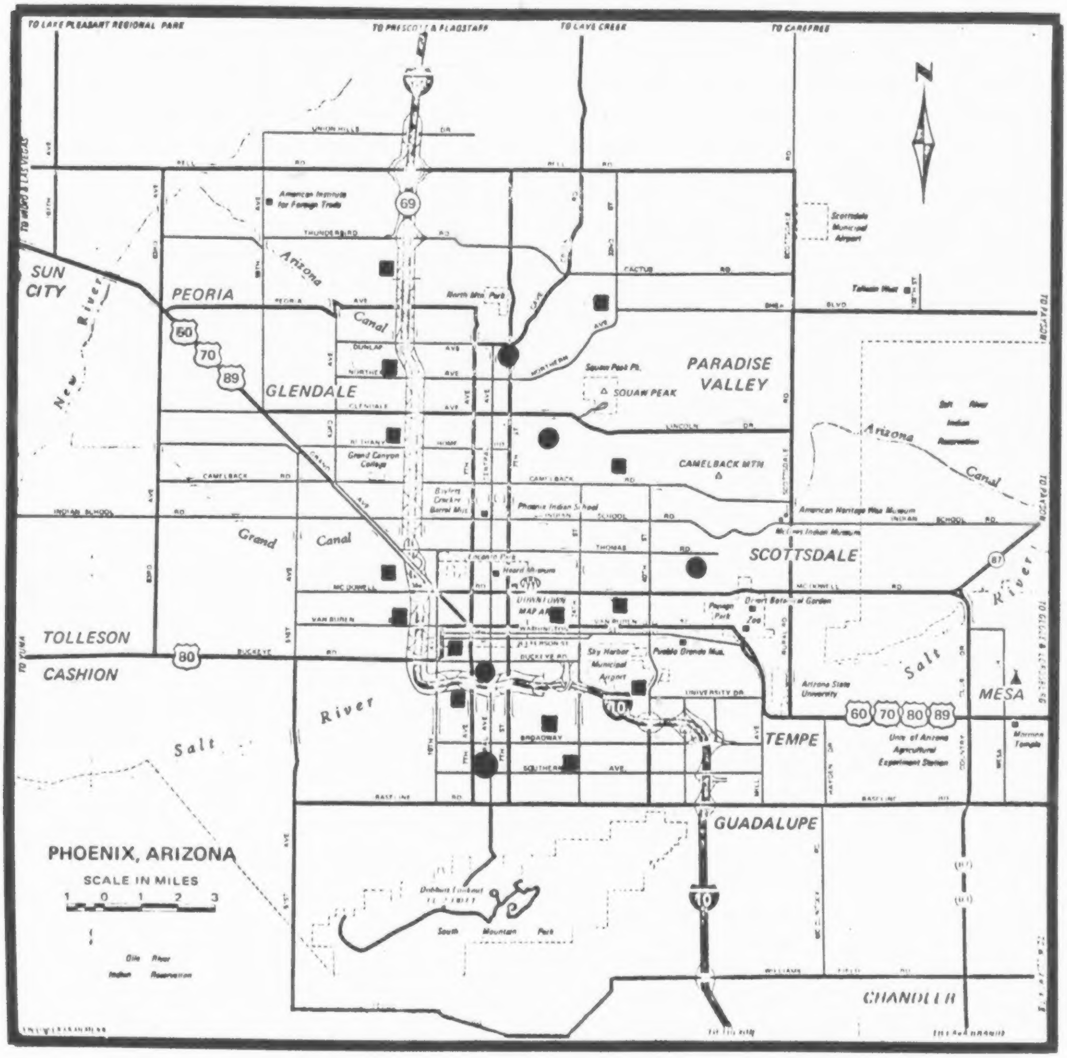
The Technical Services Division is charged with the ordering, cataloging, classification, and preparation for use of all publications provided by the library. This division also controls circulation, registers borrowers, takes care of all charge-outs and returns, collects fines and fees, and recovers overdue books.

The Extension Services Division provides library service in the outlying branches and bookmobiles.

There are seven public libraries in the city. Locations of these facilities are shown in Figure 2.1-2.

The Arizona State Library provides assistance to library systems in the state by disbursing federal and state funds for special programs for library service. It also provides lists of available materials to libraries seeking particular sources and suggestions for improvement of their collections. The Arizona State Library has no jurisdiction over individual municipal libraries, although libraries must meet certain requirements in order to be eligible for state grants.

FIGURE 2.1-2 PHOENIX: LOCATION OF LIBRARY FACILITIES


TO LAKE PLEASANT REGIONAL PARK
TO PRESCOTT & FLAGSTAFF
TO CAVE CREEK
TO CAREFREE
TO WICKENBURG & LAS VEGAS
N
UNION HILLS DR
BELL RD
69
American Institute for Foreign Trade
THUNDERBIRD RD
Scottsdale Municipal Airport
CACTUS RD
SUN CITY
PEORIA
Arizona Canal
North Mtn. Park
Taliesin West
SHEA BLVD
TO PAYSON
60
70
89
New River
GLENDALE
PARADISE VALLEY
Squaw Peak Pk.
SQUAW PEAK
Salt River Indian Reservation
LINCOLN DR
CAMELBACK MTN
CAMELBACK RD
Grand Canyon College
Phoenix Indian School
INDIAN SCHOOL RD
American Heritage Wax Museum
Grand Canal
THOMAS RD
SCOTTSDALE
87
Heard Museum
McDOWELL RD
VAN BUREN
DOWNTOWN MAP AREA
Papago Park
Desert Botanical Garden
Zoo
TOLLESON
CASHION
TO YUMA
80
BUCKEYE RD
Sky Harbor Municipal Airport
Pueblo Grande Mus.
Salt River
UNIVERSITY DR
Arizona State University
10
60 70 80 89
MESA
TEMPE
Univ. of Arizona Agricultural Experiment Station
Mormon Temple
BROADWAY
SOUTHERN AVE
BASELINE RD
GUADALUPE
PHOENIX, ARIZONA
SCALE IN MILES
1 0 1 2 3
Gila River Indian Reservation
Dobbins Lookout
South Mountain Park
WILLIAMS FIELD RD
CHANDLER

● Libraries

■ Bookmobile Stops

For instance, the county libraries are established under the jurisdiction of the State Department of Library and Archives as provided by the Public Library Laws of Arizona. Since these libraries are covered under the law, the state library is able to establish requirements for professionals.

Library cards distributed by the city are valid for one year free of charge to all residents of the city of Phoenix and are renewable for one-year periods. Although the library facilities are open to anyone who wishes to use them, nonresidents must pay a fee of $10 per year for borrowing privileges.

At present, 106,244 people hold library cards, compared to 102,936 held in 1969, which represents an increase of 3.19 percent. In addition to the record kept of people holding library cards, the libraries also conduct daily door counts of people using the library facilities. It is estimated by the Library Administration that 504,209 will use the Central Library facility in 1971, while 943,168 people are expected to use the branches.

The city also operates a bookmobile service on a fixed schedule. Although the two bookmobiles originate from the Main Library, their materials are supplied and replenished from funds in the bookmobile made weekly, with the remaining 12 being made bi-weekly. The two vehicles are assigned to routes in the city, and an attempt is made to keep the bookmobile routes outside a three-mile radius of the Main Library and branches. Locations of the stops are shown in Figure 2.1-2. The weekly bookmobile stops are scheduled for approximately six hours at each stop, usually from 11 a.m. to 5 p.m. at each location. Bi-weekly bookmobile stops are scheduled for an average of four hours at each location.

The Phoenix library system has a cooperative agreement with the Maricopa County Library. Since the Maricopa County Library is primarily a resource center, use of the library by the public is considerably less than that of the city public library facilities. The county library, however, is very helpful to the city library system in locating materials for interlibrary loans.

All applications for federal and state grants are processed through the Administrative section of the library system. The Phoenix Public Library recently received a grant from the federal government Library Services and Construction Act, Titles I and III, to serve as a resource center for a regional library network. As a member of this network, the Phoenix Library will aid in filling information requests by public libraries, junior and senior high school libraries, and the county library.

1. Staff -- The Phoenix library system has a staff of 189.5, including part-time employees. The staff is composed of 53 professionals, and 136.5* others. Those considered to be professionals hold job titles of Librarians I through IV, Assistant Library Director, or Library Director. The city library staff includes 28 Spanish surnamed persons, none of whom are employed in professional positions.

Neither the city personnel department nor the Phoenix Public Library sponsors any formal recruitment program for members of disadvantaged groups. Although there is an effort made to hire qualified minority members, particularly for the libraries in the inner city, both the Personnel Department and the Library Administration have had a great deal of difficulty in finding qualified professionals, particularly among the Spanish surnamed. The same situation is found in trying to place Spanish surnamed people in clerical and other non-Professional positions.

The Phoenix Library Administration cooperates with the city of Phoenix in the implememtation of the city's federally funded programs, Neighborhood Youth Corps (NYC) and the Concentrated Employment Program (CEP). The NYC program provides workers in the libraries during the summer to serve as clerks. Their duties include tasks such as shelving books, reading the shelves, and moving books from storage areas to the shelves. CEP participants are trained on the job and are aided in the completion of their high school equivalency requirements. Upon completion of these requirements, CEP participants are then qualified to apply for official clerical positions in the libraries.

2. Budget -- Although the library system is independent of control in the area of policy-making, it is dependent upon the city for a large part of its funding. Figure 2.1-3 presents an organizational chart showing the library authority and line-of-control from the Library Director to branch libraries. Funding requests for the library system must travel through this organizational structure to the City Council for approval.

The Phoenix library system operates on an annual budget determined by the City Council. The budgets for the years 1969-71 are shown in Figure 2.1-4, along with the relationship of these budgets to city population growth and other city expenses. The 1971 library budget is $2,384,303. $1,460,213 (61.2 percent) of this amount is allocated salaries, $674,000 (28.3 percent) of this amount for maintenance, and $250,000 (10.5 percent) for acquisition of library materials.

3. Library Materials -- There are 656,882 volumes in the Phoenix library system. Of these, .25 percent, or 1,644, are in Spanish. Of the 1,054 current periodical titles received by the library, five

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*Full-time equivalent positions.

FIGURE 2.1-3 PHOENIX: LIBRARY ORGANIZATION

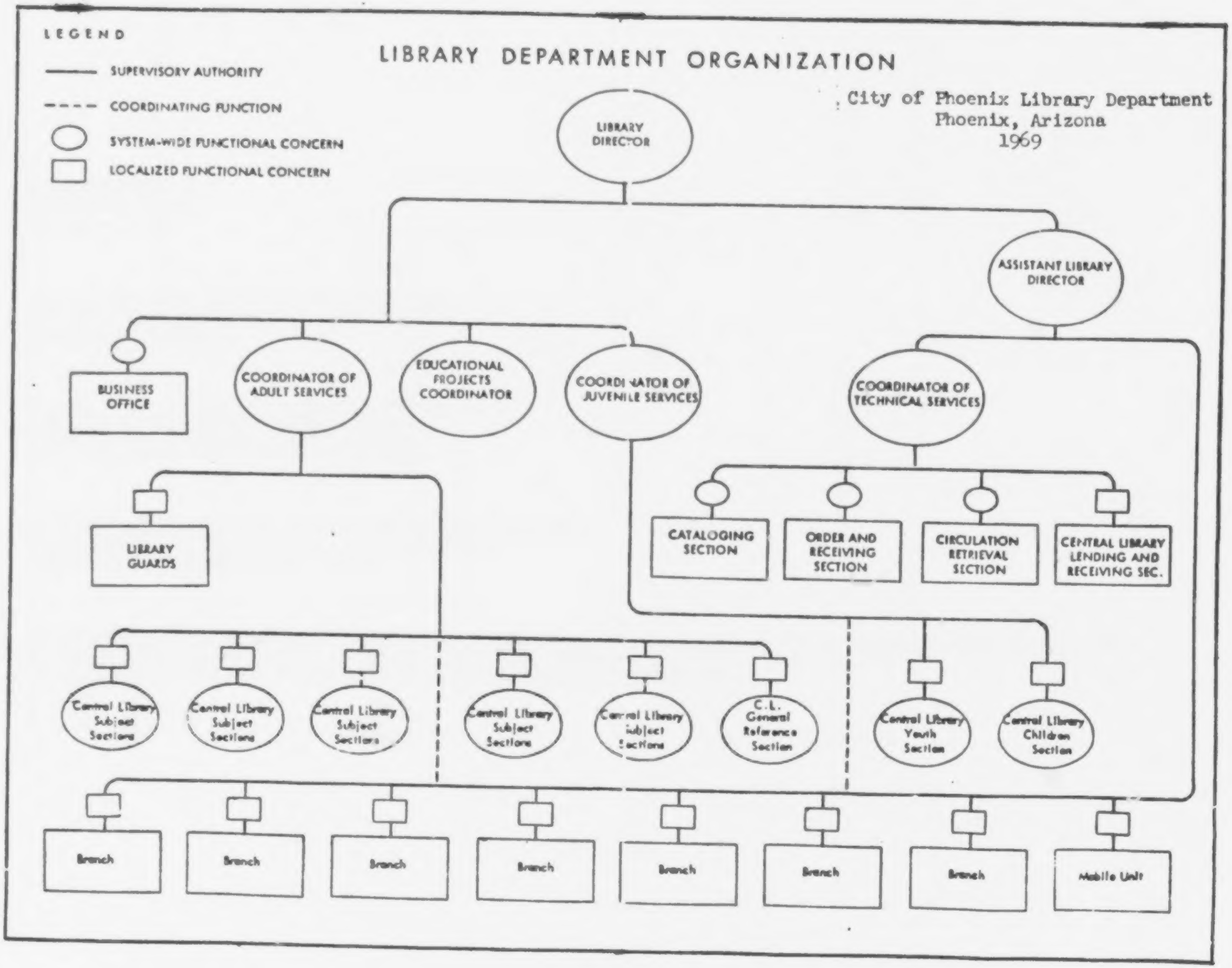
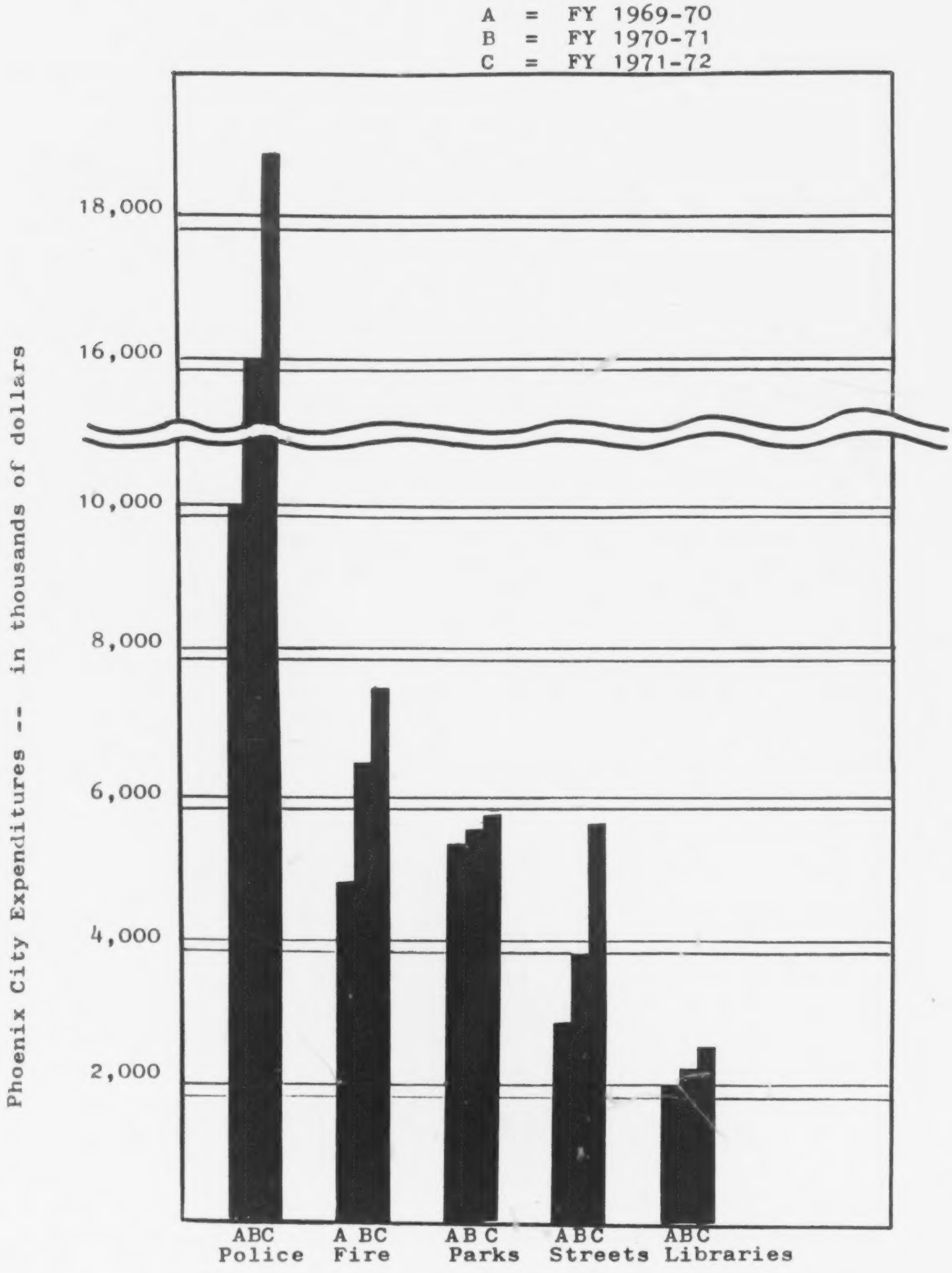

LEGEND
SUPERVISORY AUTHORITY
COORDINATING FUNCTION
SYSTEM-WIDE FUNCTIONAL CONCERN
LOCALIZED FUNCTIONAL CONCERN
LIBRARY DEPARTMENT ORGANIZATION
City of Phoenix Library Department
Phoenix, Arizona
1969
LIBRARY DIRECTOR
ASSISTANT LIBRARY DIRECTOR
BUSINESS OFFICE
COORDINATOR OF ADULT SERVICES
EDUCATIONAL PROJECTS COORDINATOR
COORDINATOR OF JUVENILE SERVICES
COORDINATOR OF TECHNICAL SERVICES
CATALOGING SECTION
ORDER AND RECEIVING SECTION
CIRCULATION RETRIEVAL SECTION
CENTRAL LIBRARY LENDING AND RECEIVING SEC.
LIBRARY GUARDS
Central Library Subject Sections
Central Library Subject Sections
Central Library Subject Sections
Central Library Subject Sections
Central Library Subject Sections
C.L. General Reference Section
Central Library Youth Section
Central Library Children Section
Branch
Branch
Branch
Branch
Branch
Branch
Branch
Mobile Unit

FIGURE 2.1-4 PHOENIX: CITY EXPENDITURES



(.57 percent) are in Spanish. Of the $250,000 allocated for new materials,.18 percent, or $450, is allocated for new Spanish books, and $370,or.14 percent, of the total $23,133 is being spent for acquiring new Spanish periodicals. Since most of the library materials budget is allocated for books and periodicals, there are few audio-visual materials available for use by the library's patrons.

All materials are ordered upon recommendation of the librarians and subject department heads by the Technical Services Division.

4. Maintenance and New Construction -- The 1971-72 budget provided for the construction of a new branch library, purchase of land for a second new branch, and capital improvements for all of the facilities. $562,137 was provided from a 1957 Bond Program. The branch presently under construction will cost $324,000, and the remainder of the total will be used for building protection in the facilities.

D. Public School Libraries -- There are presently 20 public school districts in the city of Phoenix. Of these, 13 are elementary school districts with grades K through 8, four elementary school districts with grades K through 6, and three high school districts. In these districts there are 112 elementary schools (K-8), 28 elementary schools (K-6), five junior high schools and 15 high schools. Of these, there are 121 certified librarians in the elementary schools, five certified librarians serve in the junior high schools, and 31 certified librarians serve in the senior high schools. In addition to the librarians assigned to the various schools, several school districts employ district librarians who serve in a supervisory capacity. The elementary schools employ seven full-time district librarians and one half-time district librarian. The senior high schools employ one district librarian full-time and one half-time.

1. Phoenix Union High School System

The Phoenix Union High School System Instructional Materials Center serves a student population of 29,062, 14 percent of whom are Spanish speaking. The IMC serves 10 school libraries and employs 23 librarians and 38 supportive staff members, none of whom are Spanish surnamed or Spanish speaking.

The total materials budget for Fiscal Year 1970-71 was $125,000 with less than one percent devoted to the purchase of materials in Spanish. The total number of volumes in the school system's libraries is 200,000 and 160 periodical titles. Less than one percent is in Spanish, and this percentage has not changed over the past three years.

The educational system has a person on its administrative staff who is primarily concerned about community needs and translating them into library service programs in the school and community. This individual is not Spanish speaking and is not a librarian.

Construction of new libraries is planned, but not in schools with Spanish speaking students. The system has no organized in-service programs to enable the staff to understand problems and needs of the Spanish speaking. The system does offer ethnic studies for the Spanish speaking, with the library unit providing curriculum support materials for teachers and students.

2. Phoenix Elementary Schools, District No.1

The Phoenix Elementary Schools Curriculum Library serves 26 school libraries, and employs 26 school librarians, 21 in 25 schools and 3 in the Library itself. None of these librarians is Spanish surnamed or Spanish speaking. Ten supportive staff members are employed, one of whom is Spanish surnamed and Spanish speaking. The Library serves 11,000 students, 41.8% of whom are Spanish speaking.

The book budget for 1970-71 was $38,152, with none of this budget devoted to the purchase of materials in Spanish. The system plans to begin construction of a new school library which will be located in a school with Spanish speaking students.

The school libraries have a total of 288,000 volumes, with approximately three percent in Spanish; there are 120 periodical titles received, with one title in Spanish. The Curriculum Library itself has 11,826 volumes and 140 periodicals; none of these is in Spanish.

3. Wilson Elementary District

The Wilson Elementary District serves two school libraries, with a student population of 2,206, 68 percent of whom are Spanish speaking. Two librarians and three supportive staff members are employed by the library; none of the staff is Spanish surnamed or Spanish speaking. Nonpersonnel budget for Fiscal Year 1970-71 was $21,200. Periodical titles total 85, with none in Spanish, although one class orders a Spanish newspaper. The District has co-sponsored a C.A.P. program with the community.

E. Community and Junior Colleges

The Maricopa County Community College District is headquartered in Phoenix.

Phoenix College, with a total student enrollment of 9,897 students in October, 1970[2], is also located in Phoenix. A discussion of resources available through this institution is included in the section of this report on community and junior colleges.

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[2] American Association of Junior Colleges, 1972, Junior College Directory, (Washington, D.C.: AAJC, 1972), p.17.

2.1.2 TUCSON

A. Demography -- Tucson is ranked as the fifty-third largest city in the United States with a 1970 population of 262,933. This figure represents a 23.5 percent growth rate in the past decade. As of January 1971, the area of the city of Tucson was 80.99 square miles, indicating a 70.5 percent increase over a thirteen-year period. Figure 2.1-5 depicts the population growth for the city of Tucson. There are several primary population areas, as indicated in Figure 2.1-6. These areas include the main business district, the upper income areas which are primarily Anglo American, middle income areas, and low income areas where the population is largely Mexican American and American Indian.

Of the total population, 76.23 percent are Anglo Americans, 17.2 percent are Spanish surnamed, 3.31 percent are Black, and 2.8 percent are American Indian. The remaining .42 percent are of undetermined ethnic origin.

There are seven major industries in Tucson: mining, electrical engineering, wholesale trade, general merchandizing, credit agencies, insurance companies, and medical and other health services. Of the total work force of 36,890, 13,239 are employed by these industries. The total Spanish surnamed labor force is 10.8 percent, or 3,984, of the total city labor force. The number of Spanish surnamed employed in the seven major work areas is 2,124, or 16.0 percent. Only 30.5 percent of the Spanish surnamed in these fields are classified as white collar workers: 57.8 percent are blue collar workers and 11.7 percent are service workers. In the mining industry, which employs more Spanish surnamed workers than any of the other industries, only 7.0 percent of the Spanish surnamed employees are white collar workers while 90.1 percent are in the blue collar category and 2.9 percent are service workers. The U.S. Department of Labor, Manpower Administration, classifies Tucson as an area of Concentrated Unemployment or Underemployment with unemployment rate of 3.3 percent.

B. City Government -- Tucson has a council-manager form of government, headed by a mayor and his council. There are six councilmen elected to two-year overlapping terms. The mayor is elected to a four-year term. The councilmen and mayor are responsible for hiring the city manager who serves as the chief administrator of city policy. Figure 2.1-7 represents an organization chart of the city government as presented in the 1971-72 City Budget.

The city council appoints a Library Board which acts in an advisory capacity only. The Board is comprised of five citizens and one ex-officio member who is also a member of the city government. The director of the library service and his assistant, also appointed by the City Council, work with the Library Board, but it is their duty, not the Board's, to determine library policy.

FIGURE 2.1-5 TUCSON: POPULATION GROWTH

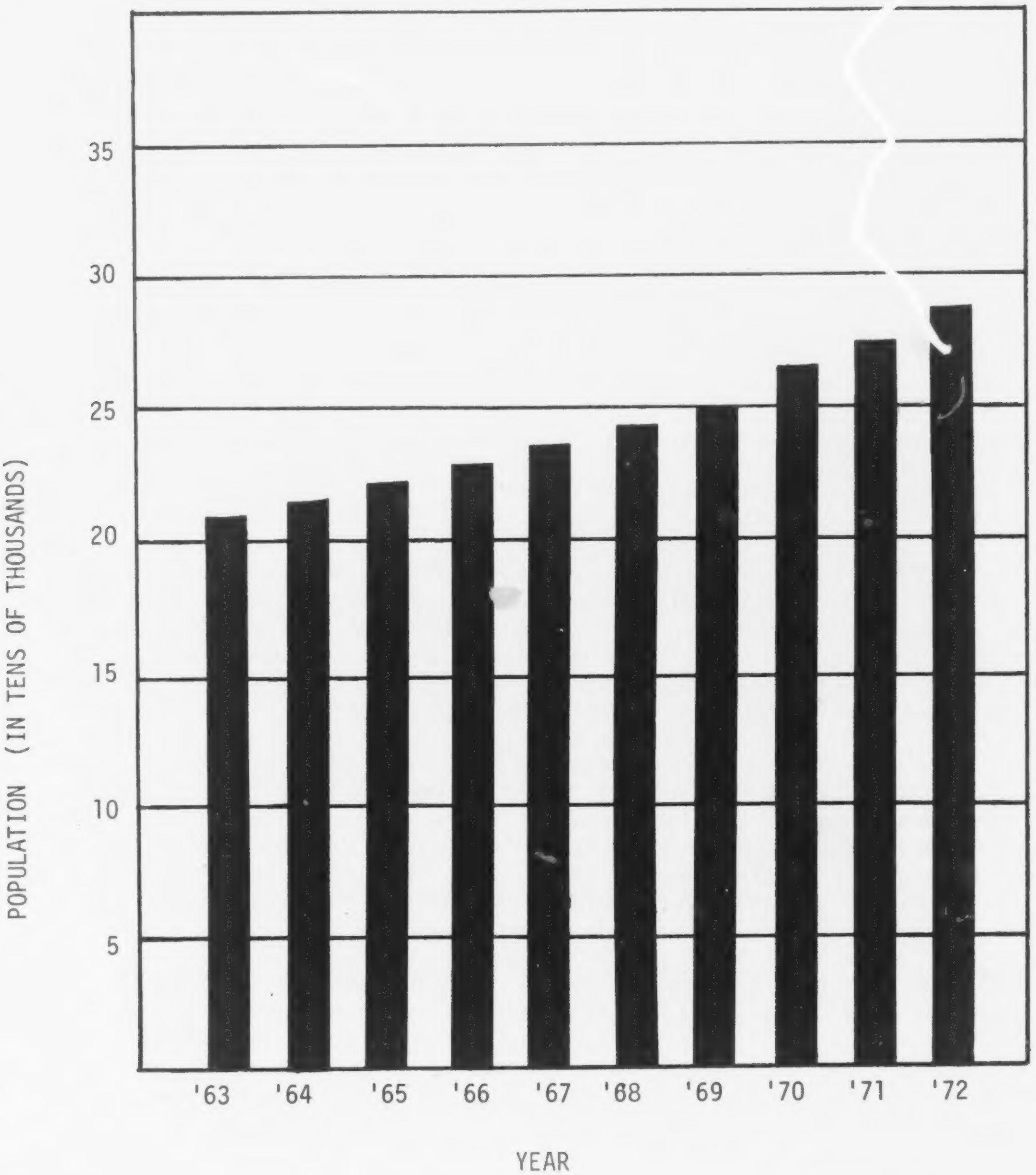
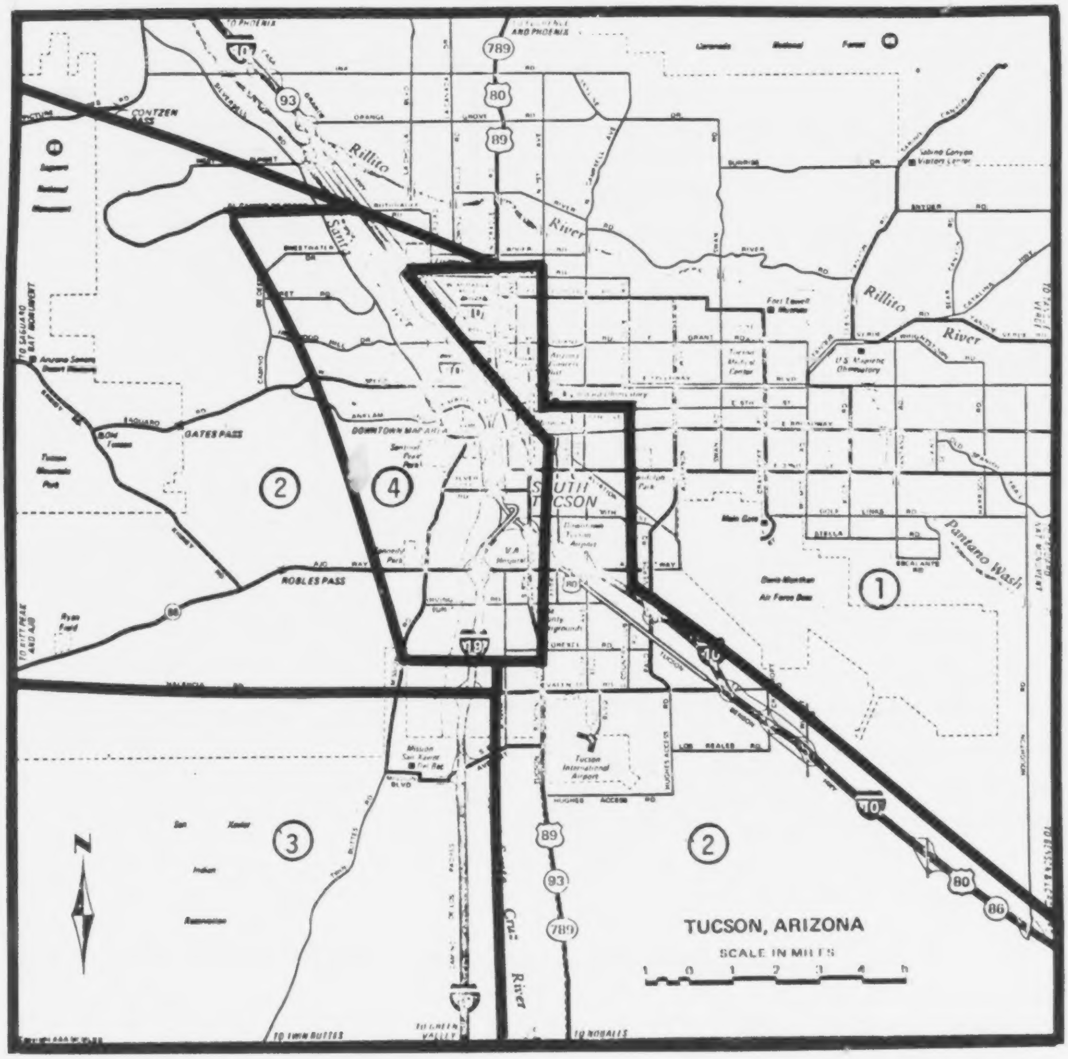


FIGURE 2.1-6 TUCSON: PRIMARY POPULATION AREAS


TO PHOENIX
Rillito
River
Santa
Cruz
River
DOWNTOWN
SOUTH TUCSON
GATES PASS
ROBLES PASS
Pantano Wash
Davis-Monthan Air Force Base
Tucson International Airport
Mission San Xavier del Bac
San Xavier Indian Reservation
Coronado National Forest
Fort Lowell
U.S. Magnetic Observatory
Sabino Canyon Visitors Center
TO TWIN BUTTES
TO GREEN VALLEY
TO NOGALES
N
1
2
3
4
10
19
80
89
93
86
789
TUCSON, ARIZONA
SCALE IN MILES
1 0 1 2 3 4 5

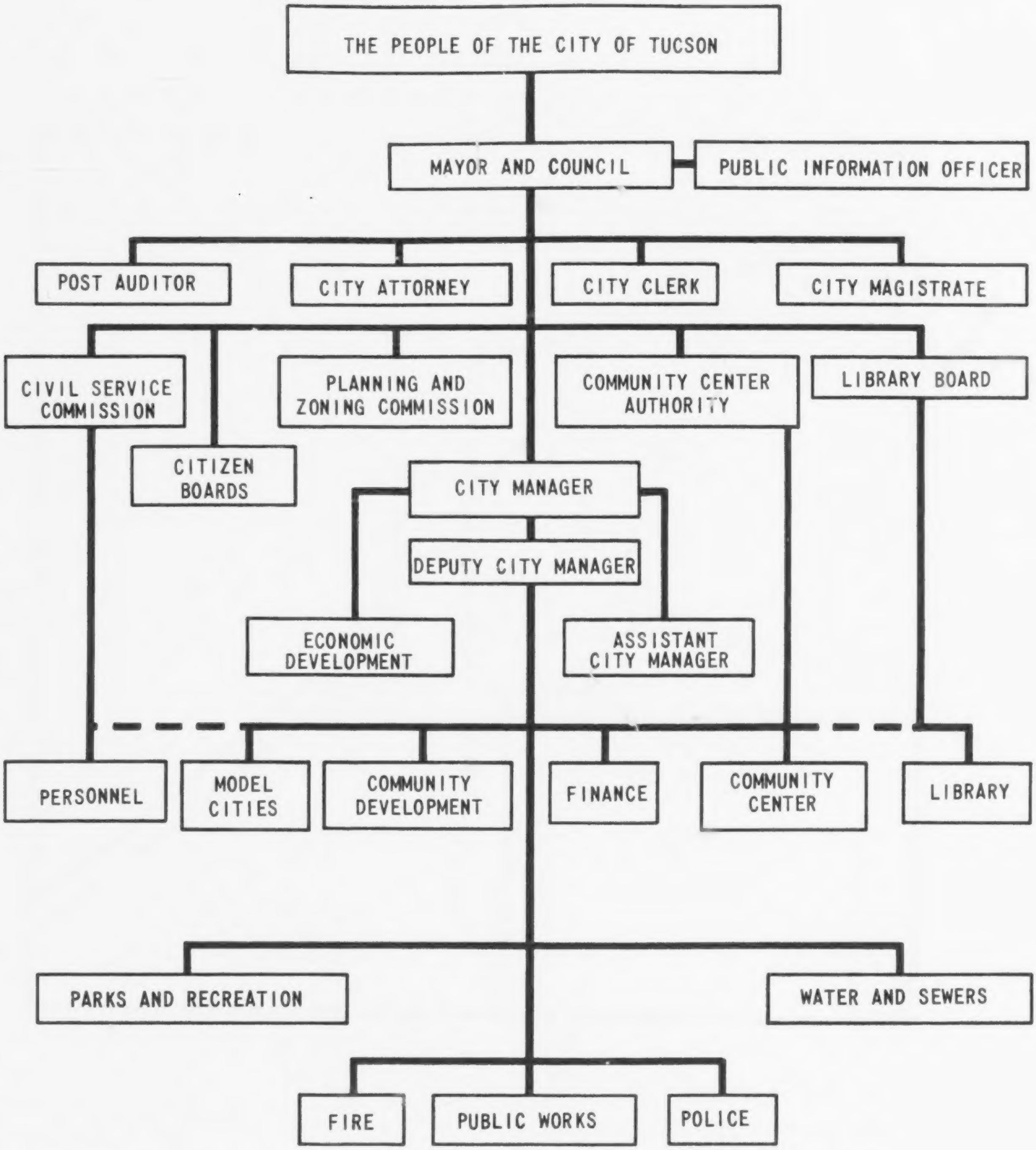
#1 Anglo-American Area (Middle to Upper Income)

#2 Mixed-Anglo, Mexican-American, Indian, and Black Area (Low and Middle Income)

#3 Indian Area (Low Income)

#4 Mexican-American Area (Low Income)

FIGURE 2.1-7 TUCSON: CITY ORGANIZATION


THE PEOPLE OF THE CITY OF TUCSON
MAYOR AND COUNCIL
PUBLIC INFORMATION OFFICER
POST AUDITOR
CITY ATTORNEY
CITY CLERK
CITY MAGISTRATE
CIVIL SERVICE COMMISSION
PLANNING AND ZONING COMMISSION
COMMUNITY CENTER AUTHORITY
LIBRARY BOARD
CITIZEN BOARDS
CITY MANAGER
DEPUTY CITY MANAGER
ECONOMIC DEVELOPMENT
ASSISTANT CITY MANAGER
PERSONNEL
MODEL CITIES
COMMUNITY DEVELOPMENT
FINANCE
COMMUNITY CENTER
LIBRARY
PARKS AND RECREATION
WATER AND SEWERS
FIRE
PUBLIC WORKS
POLICE

C. Public Library System -- Figure 2.1-8 presents an organization chart depicting library authority and procedural line of control from the Library Board to Personnel and Technical Services. Staff members are selected by the Library Director and his assistant. Technical appointments are made by the heads of various departments and branches upon approval by the Library Director.

There are six libraries in Tucson: one main library, which also serves as the county library, and five branches. Tucson Public Library is the main library and the branches are Ajo, First Avenue, Himmel Park, Wilmot and Valencia. The location of these libraries is shown in Figure 2.1-9. The library system has five divisions, each designed to deal with a specific area of library service: Fine Arts, Technical Services, Young Adult, Reference and Illustration, and Extension Services.

The Tucson library system serves both the population of Pima County (344,635), and the population of the city of Tucson (258,215). Of this total population approximately 17.7 percent is Spanish surnamed. In 1969-70, library registration, which is valid for one year, totaled 71,034.

The bookmobile services of the Tucson Public Library are available to the residents of rural Pima County and those areas outside the Tucson Metropolitan area. Within the city limits two large book trailers supplement the branch libraries. The trailers are used for one and two day stops at shopping and community centers within the Tucson ctiy limits. One of the trailers is assigned specifically to the Model Cities areas and the other is used to serve the other areas of the city.

The Tucson Area Library Council (TALC)is responsible for coordinating programs between the libraries. The purpose of TALC is to promote interlibrary cooperation by fostering mutual interests and solving mutual problems found in the library community. The TALC acts as a clearing house or coordinating body for ideas and proposed projects. The membership of TALC includes representatives from all types of libraries in the Tucson area. An ad hoc committee has been established by TALC for the purpose of formalizing the existing structure of cooperation among the Pima County libraries.

The Administrative Assistant to the City Manager is Mexican American and works closely with TALC in an advisory capacity. The Administrative Assistant to the Ctiy Librarian is also Mexican American; additionally, TALC regularly has other Mexican American members. The particular library needs of the Spanish speaking are part of an ongoing study program, and the resulting programs at the Valencia branch provide strong evidence of TALC's concern.

D. Staff -- The Tucson Public Library employs 59 professional

FIGURE 2.1-8 TUCSON: LIBRARY ORGANIZATION

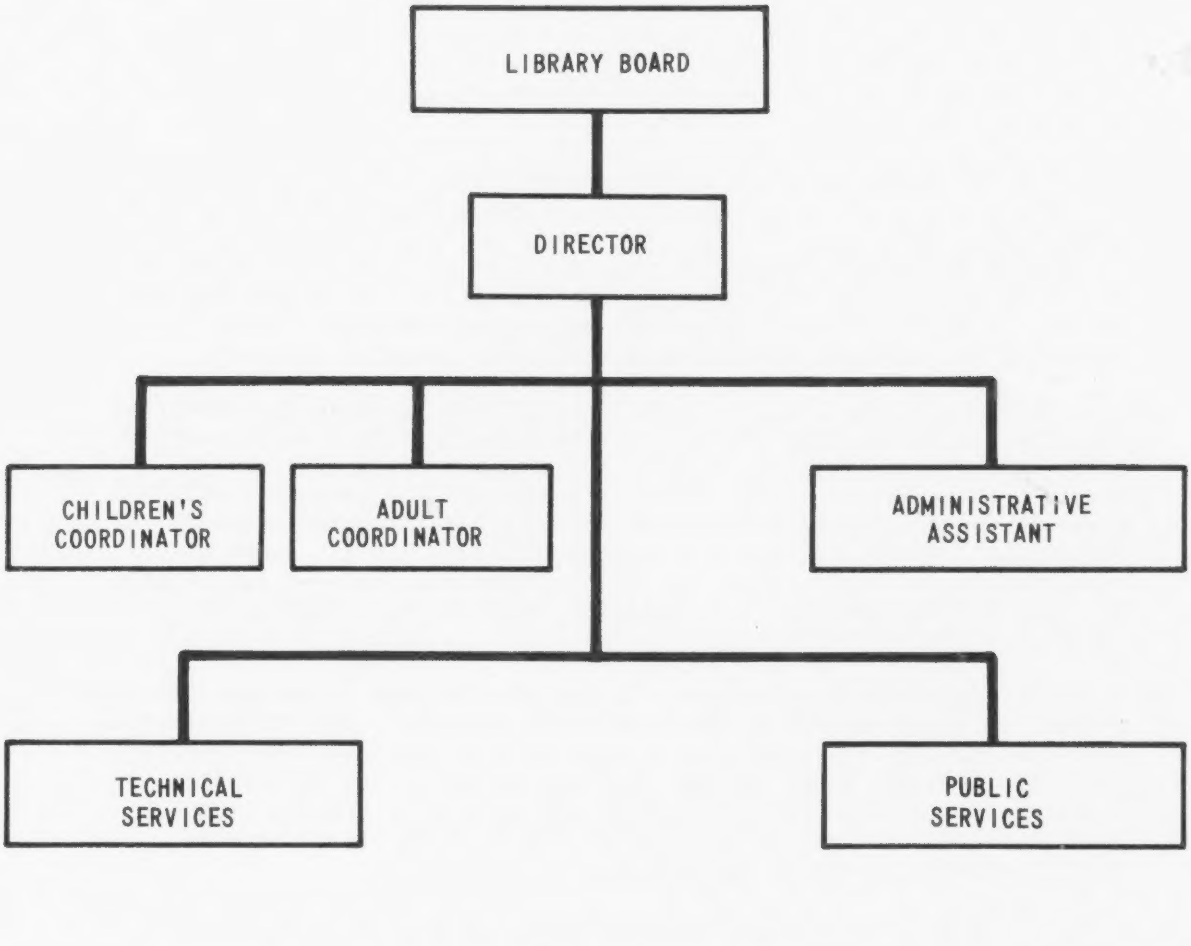
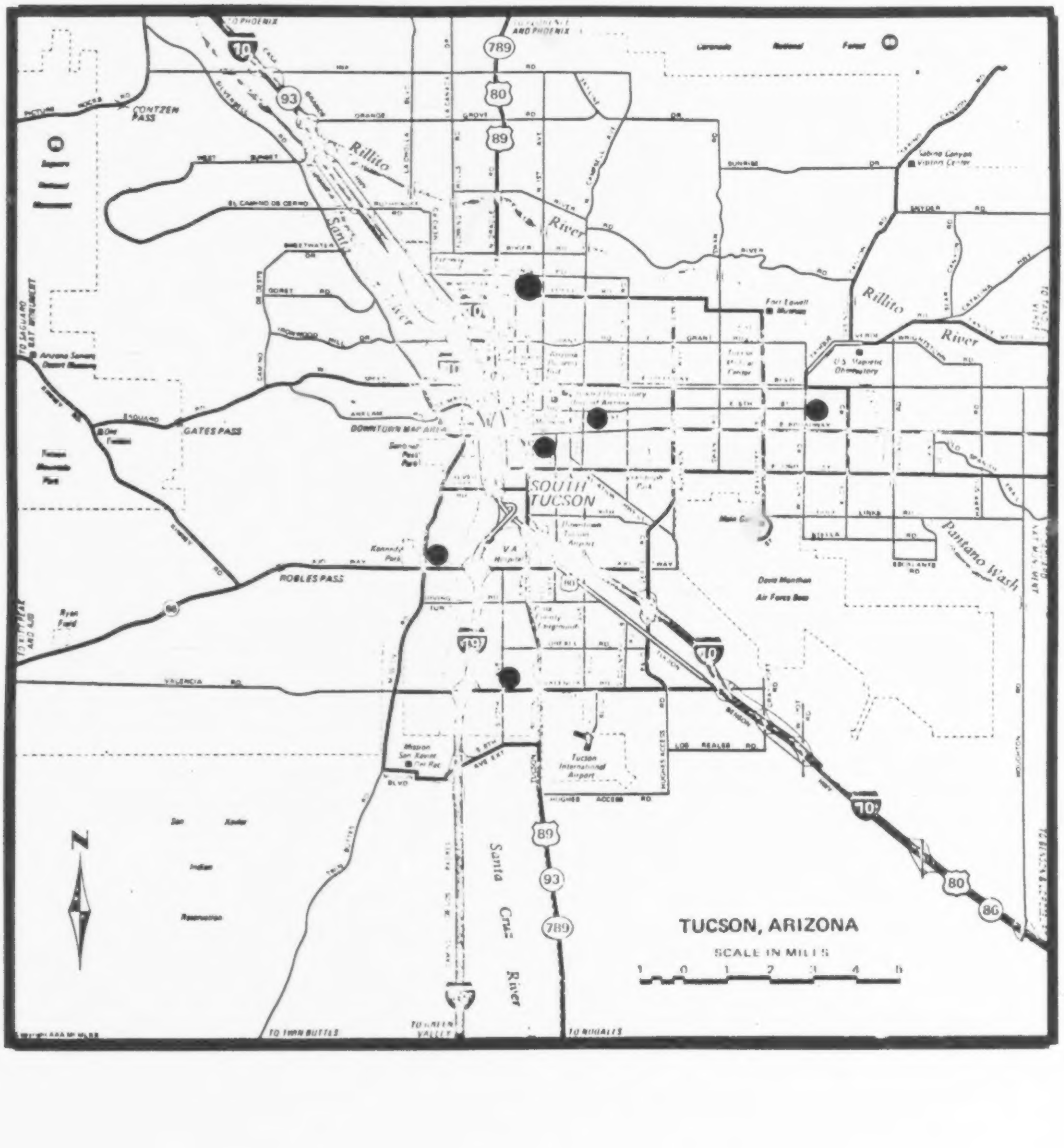

LIBRARY BOARD
DIRECTOR
CHILDREN'S COORDINATOR
ADULT COORDINATOR
ADMINISTRATIVE ASSISTANT
TECHNICAL SERVICES
PUBLIC SERVICES

FIGURE 2.1-9 TUCSON: LOCATION OF LIBRARY FACILITIES


TUCSON, ARIZONA
SCALE IN MILES
1 0 1 2 3 4 5
N
Rillito
River
Rillito
River
SOUTH TUCSON
GATES PASS
ROBLES PASS
CONTZEN PASS
Santa Cruz River
Pantano Wash
Davis Monthan Air Force Base
Tucson International Airport
San Xavier Indian Reservation
10
10
10
19
789
80
89
93
86

librarians and three other professionals. Only one of these, an administrative assistant, is Spanish surnamed. There are 38 Spanish surnamed clerical workers and two equipment operators. Of those not Spanish surnamed, seven professionals and two clerical workers speak Spanish.

Since the library system is independent of city personnel requirements it is able to establish precedents for hiring members of minority groups. The library system does not create specific positions for minority group members but places its employees in areas where a particular need is felt. For instance, the Tucson Public Library system has written to several library schools in search of Spanish surnamed and Spanish speaking librarians to fill vacancies in the Model Cities Areas. Members of the Spanish speaking community have been placed in the Valencia Library which is located in the Model Cities area. This is considered a community library where the members of the community, largely Spanish speaking, select books and other materials to be purchased by the library. In libraries such as the Wilmot branch where the patronage is predominantly middle and upper class Anglo Americans, the librarians are usually chosen from the same background. Generally there are no library positions created specifically for the Spanish surnamed although many fill positions such as library assistant and library aide.

All staff members participate in the city's training programs at various levels and staff development meetings are held every three weeks. Various members of the staff periodically attend appropriate seminars, institutes and conferences.

Many of the training programs and seminars attended by staff members emphasize library service needs of the Mexican American. It should be noted in the case of the Tucson library system that each branch library's staff is particularly well qualified to serve the needs of the branch's patrons. However, serving the particular needs of branch patrons does not result in "separatism." Library staff members as a matter of habit and interest freely participate in the programs being sponsored by other branches, including Valencia, the branch which is tailored to the needs of the Mexican Americans.

The library budget for fiscal year 1971-1972 is $1,584,656, representing an increase of $ 228,697 (14.4 percent) over the budget for fiscal year 1970-1971, which was $1,355,959. In fiscal year 1971-1972, $1,116,919 (70.5 percent) of the total budget was expended on salaries, $181,535 (11.5 percent) for books, $22,540 (1.4 percent) for periodicals, $2,300 (.1 percent) for audio-visual materials (excluding records), and $106,645 (6.7 percent) for maintenance. No budget allowance was made for new construction, and figures on community programs are not available. Figures for the percentage of the total budget spent on the Spanish surnamed community are also unavailable. In addition to the city appropriation for library service, the Tucson Public Library receives $12,800 in state funds and $17,086 in federal funds. Figure 2.1-10 depicts the expenditures for the city of Tucson for fiscal years 1969-1970 through fiscal year 1971-1972.

Funds are not specifically earmarked for programs for Mexican Americans. Each branch proposes its own budget including costs for special programs, displays, etc. Since the Valencia Library gears its services to the Mexican American community's needs, most of its funds are utilized for the benefit of its Mexican American patrons.

2. Library Materials -- Currently the Tucson Public Library has 402,946 books, of which approximately 2,500 are in Spanish. In the past three years the average increase in the number of books in the library system has been 39,821 books per year. Of the 777 periodicals in the Tucson Public Library approximately 731 are current subscriptions: 52 are in Spanish, all current subscriptions.

Seventy-one percent of the Tucson library budget is expended for salaries. Ten percent is spent for books, 1.5 percent on periodicals; .25% on microfilm; one percent on recordings; and .25 percent on binding. As discussed earlier, allocations are not made specifically for Spanish materials or programs for Mexican Americans; each branch determines what specific purchases will be made.

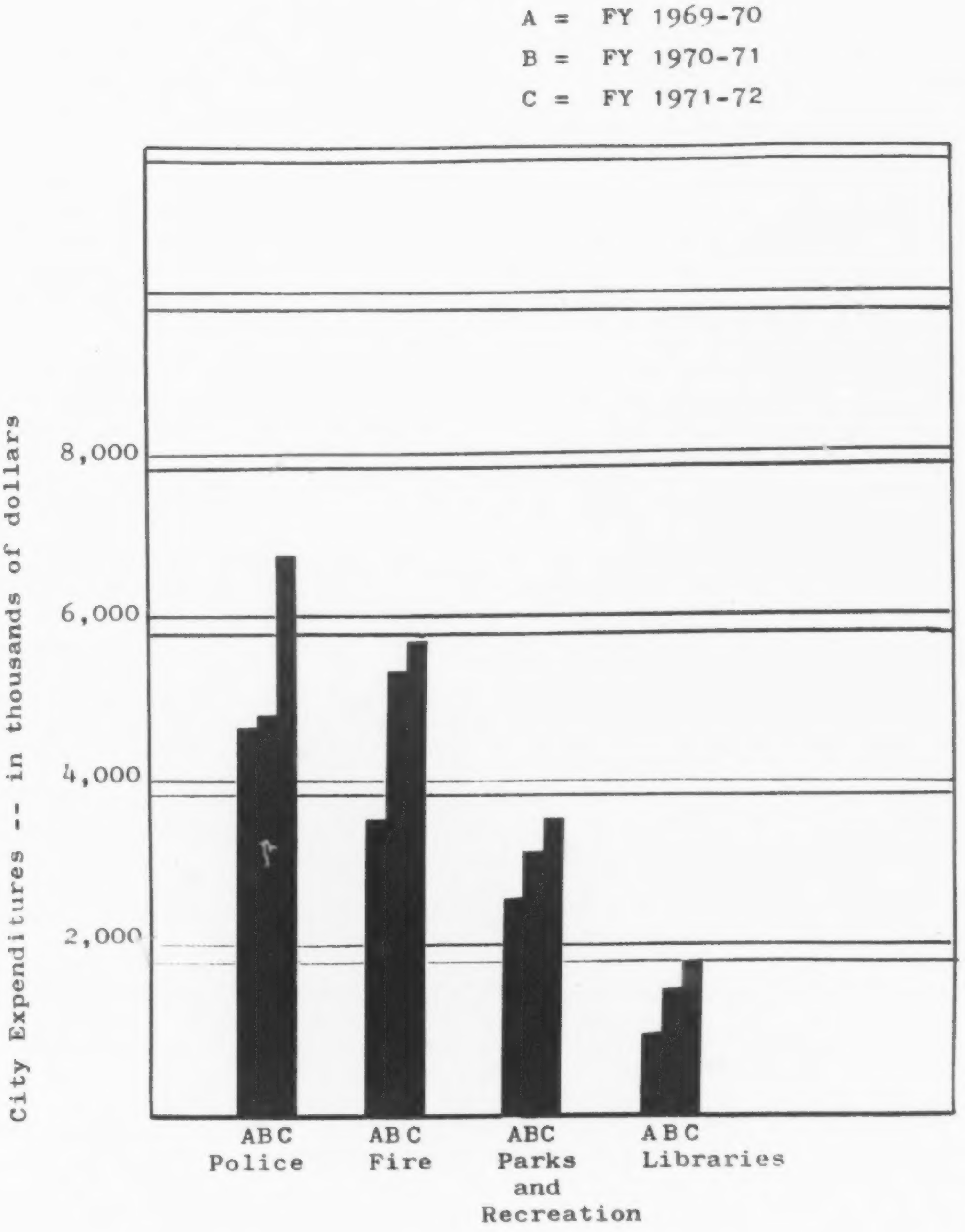
In addition to the choices made by each division head, there are three book selection committees (adult, young adult, and children's) which select the materials to be purchased. The actual ordering is done by the Order section of the library.

The visual aids department consists of 358 fine arts prints and 16,904 recordings. Selection of these materials is done by the Fine Arts division but all branches make suggestions and requests.

D. Public School Libraries -- Four school districts serve the city of Tucson: Tucson District #1, Amphitheater #10, Flowing Wells #8, and Sunnyside #12. Within these four districts there are 82 elementary schools, 29 junior high schools, and 12 senior high schools. Each school has its own library except one, whose library is now under construction and is due for completion in the spring of 1972.

There are 22 high school librarians, 18 junior high school librarians, and only 37 librarians for all the elementary schools. In the largest district, Tucson District #1, there are 67 elementary school libraries and 30 librarians who must rotate between the schools. In the Amphitheater school district, where there are eight elementary schools, all of the librarians are noncertified. None of the librarians in the Tucson Public Schools are Spanish surnamed.

FIGURE 2.1-10 TUCSON: CITY EXPENDITURES



In most cases the junior and senior high school libraries are relatively autonomous within the schools while the elementary school library facilities appear to be more closely controlled by the district offices.

In general, the lines of cooperation between the public library system and the public school library system are loose. Although they do include joint selection of books and other library materials, these programs are not geared in any formal way to the Spanish speaking population of Tucson.

1. Tucson Public Schools, District No. 1

The Tucson Public Schools, District No.1, serves a student population which is 20% Spanish speaking. Seventy-seven schools are served by the Division of Library Services, and 60 librarians are employed, none of whom are Spanish surnamed; one is Spanish speaking. Additionally, 43.5[3] supportive staff are employed, none of whom are Spanish surnamed; one is Spanish speaking.

The total budget for Fiscal Year 1970-1971 was $130,432, with an unspecified amount devoted to the purchase of materials in Spanish. The system plans the construction of a new school library within the year, and it will be located in a school with Spanish speaking students. The system has a person on its administrative staff, who is a librarian, who is primarily concerned about community needs and translating them into library service programs in the school and community. There is no organized in-service program to enable the staff to understand the unique problems and needs of the Spanish speaking. The system has co-sponsored an educational television program in cooperation with the Spanish speaking community.

The system provides ethnic studies for the Spanish speaking, and the library provides curriculum support materials for both teachers and students. The librarian works with the staff as a materials consultant in a pre-school program for Spanish speaking children.

The central library has a collection of 9002 volumes and 217 periodical subscriptions, none of which are in Spanish. The Supervisor of Library Services feels the materials offered relate very well to the students' curriculum and personal needs.

The library provides recreational programs in the form of film programs, reading clubs, and discussion groups. All of these are conducted in English only.

E. Community and Junior Colleges

Tucson is also served by Pima College, which had a total enrollment of 5,586 in October of 1971.[4] A discussion of resources available through this institution is included in the section of this report on community and junior colleges.

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[3] Full-time equivalents.

Tucson is also served by one university which has several libraries (one central library and two or three individual college libraries).

2.1.3 LOS ANGELES

A. Demography - Los Angeles has a population of 2,816,061, and ranks third in the nation in population and growth. Since 1960, Los Angeles has experienced an increase of 11 percent population. Of the total population, 503,606 or 17 percent are Black, 450,000 or 15 percent are Spanish-white.[5] There are no statistics available for the number of Anglo Americans who reside in Los Angeles.[6]

A study completed in October 1970 by the Economic Youth Opportunities Agency attributes the Los Angeles area with two basic population trends between 1960 and 1970: the decline or out-migration of Anglo Americans from the city of Los Angeles, and the consequent in-migration of minority group members to the urban area. These trends resulted in a change from the 1960 figure that one in every five residents of Los Angeles was a minority group member to 1970, where one in every three residents is a member of a minority group.

Spanish speaking whites experienced an in-migration from 1960-60 of 366,000, which represents an increase of 93.9 percent. Conversely, the Anglo American community experienced a decrease of 507,000 or 2.4 percent.

Los Angeles is divided into 10 primary population areas, as shown in Figure 2.1-11. These areas include high income areas, with predominantly Anglo American population, low income areas with predominantly Mexican American population, and low income areas with predominantly Black population.

The California State Human Resources Development Agency estimates that the Los Angeles Standard Metropolitan Statistical Area has a total labor force of 325,000. Eight percent of this labor force is comprised of Spanish-whites. Most of the Spanish-whites in the labor force are concentrated in two industries, construction and manufacturing. Of those employed in the manufacturing industry, apparel, stone, clay and glass, furniture and chemical manufacturing have the greatest

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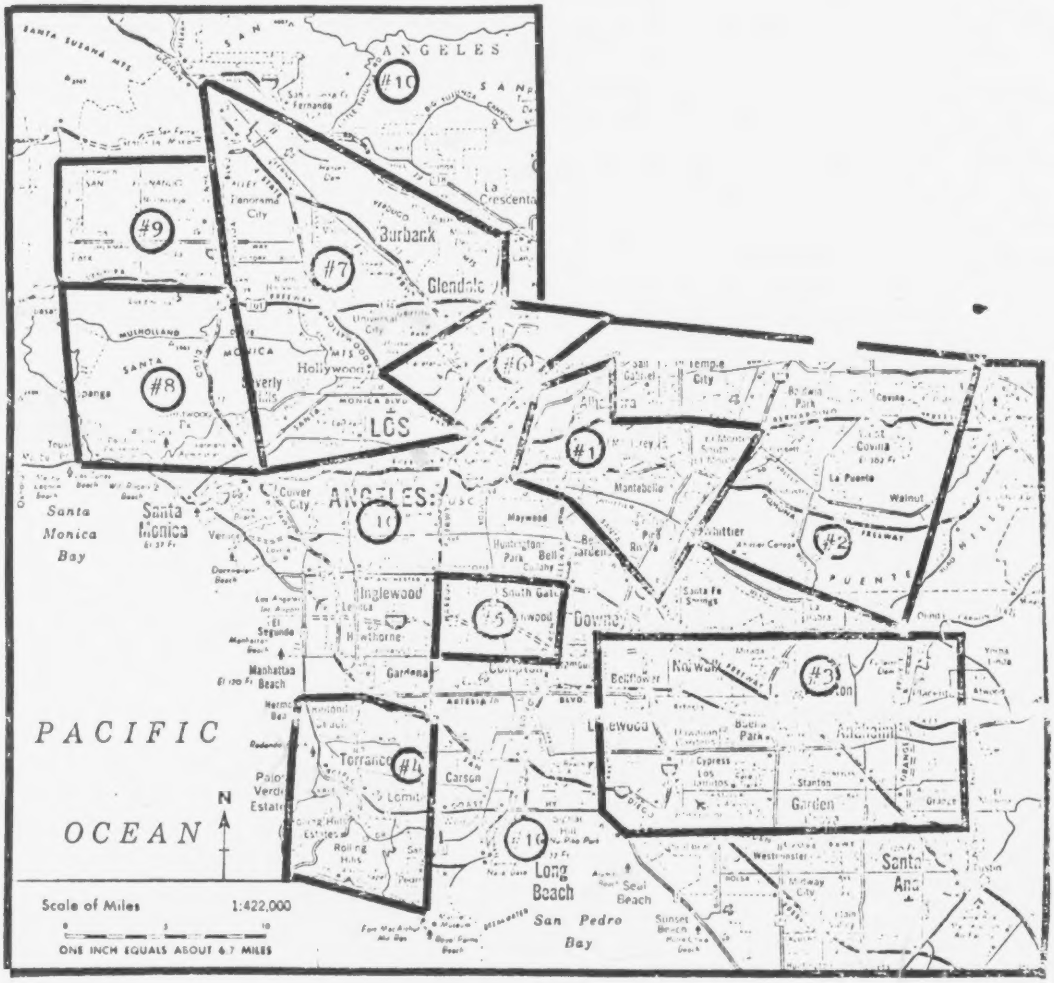
[4] American Association of Junior Colleges, op. cit.

[5] The Spanish-white classification includes anyone of Latin American or Mexican origin. Those of Mexican origin have the highest percentage.

[6] These figures were supplied by the Greater Los Angeles Chanber of Commerce, Research Department.

FIGURE 2.1-11 LOS ANGELES: PRIMARY POPULATION AREAS



#10
#9
#7
#8
#6
#1
#2
#5
#3
#4
Burbank
Glendale
Hollywood
LOS ANGELES
Santa Monica
Santa Monica Bay
Culver City
Inglewood
Hawthorne
Gardena
Torrance
Carson
Long Beach
San Pedro Bay
Downey
Norwalk
Anaheim
Garden Grove
Santa Ana
Whittier
Montebello
PACIFIC OCEAN
N
Scale of Miles
1:422,000
ONE INCH EQUALS ABOUT 6.7 MILES

#1 Mexican American Area
(Low to Poverty Level Income)

#2 Mixed Population Area
(Middle to Upper Income--
$8,000 - $20,000 per year)

#3, #4, #8, #10 Anglo American Areas
(Middle to Upper Income)

#5 Black Area
(Low to Poverty Level Income)

#6 Black and Mexican American Area
(Low to Poverty Level Income)

#7 Anglo American Area
($20,000 and above per year)

#9 Anglo American, Mexican
American, Black Area
(Middle to Upper Income)

concentration of Spanish-whites.[7]

Los Angeles has a current unemployment rate of 7.3 percent. The California State Human Resources Development Agency estimates that the unemployment rate among the Spanish-white community is slightly higher than the overall percentage. That is, of the 26,000 Spanish-whites purported to be members of the labor force, approximately eight percent are unemployed.

A survey taken by the Model Cities Agency has found that 80.1 percent of the employed men in the Model Cities neighborhood are blue collar workers, while 13.1 percent are white collar workers. Of the employed females, 50.1 percent are blue collar workers, while 29.1 percent are white collar workers. Conversely, the national average shows that 47 percent of the Anglo labor force are white collar workers.

According to the Model Cities Agency in East Los Angeles, there are several factors which are obstacles to Mexican Americans in obtaining better jobs. The limited education of many Mexican Americans and language barriers between employers and potential employees are the major factors. Since oral interviews are often required by employers or application forms are composed in English only, Mexican Americans have great difficulty in obtaining higher paying positions.

B. City Government -- Los Angeles is organized under a mayor-council form of government. The mayor has the responsibility of appointing five citizens to the Board of Library Commissioners, who assist him in library budget and policy making matters. The Board of Library Commissioners appoints the Library Director who prepares the library budget for the Board, which then presents it to the mayor and council. After the budget has been approved by the mayor and council, the Library Director disburses the library appropiation to the various library departments and branches, on the basis of circulation data they have provided.

C. Public Library System -- The Los Angeles Public Library consists of one main library and 61 branches. The system is independent of control by the California State Library. The state library has jurisdiction over municipal library systems only in disbursement of federal grants. The library administration makes an initial application to the state library when it is advised of the availability of such funds, allbranch librarians and department heads are consulted by the administration for suggestions for programs to be used in the final proposal. Suggestions are reviewed and included in the final proposal to be sent to the California State Library. Awarding of such funds are made on the basis of merit and potential for success as provided in the

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[7] These figures were supplied by the Greater Los Angeles Chamber of Commerce, Research Department.

California State Library Master Plan.

The Southern California Answering Network, which is based at the Los Angeles Central Library, derives funds from the Library Services and Construction Act (Title I). Since the California State Library disburses the federal funds for this project, the Los Angeles Public Library is required to report use of these funds to the state library.

In the event that the state library awards a state grant to this library system, the library must also report to the state on the use of such funds.

Since 1964, 1,477,794 library cards have been issued by the Los Angeles library system. Approximately 1,000,000 of these cards are active, with the remainder of the cards being held by people who have moved out of the library's service area, or are held as duplicates.

School-linked library programs are virtually nonexistent in the Los Angeles library system. Since federal funds for these programs are not readily available, neither the public library nor the school districts have the funds to sponsor joint programs.

1. Staff --In fiscal year 1970 the Los Angeles library system employed a staff of 1,615 persons. Of these, 1,088 are regularly financed full-time employees. The remaining positions are filled by part-time employees.

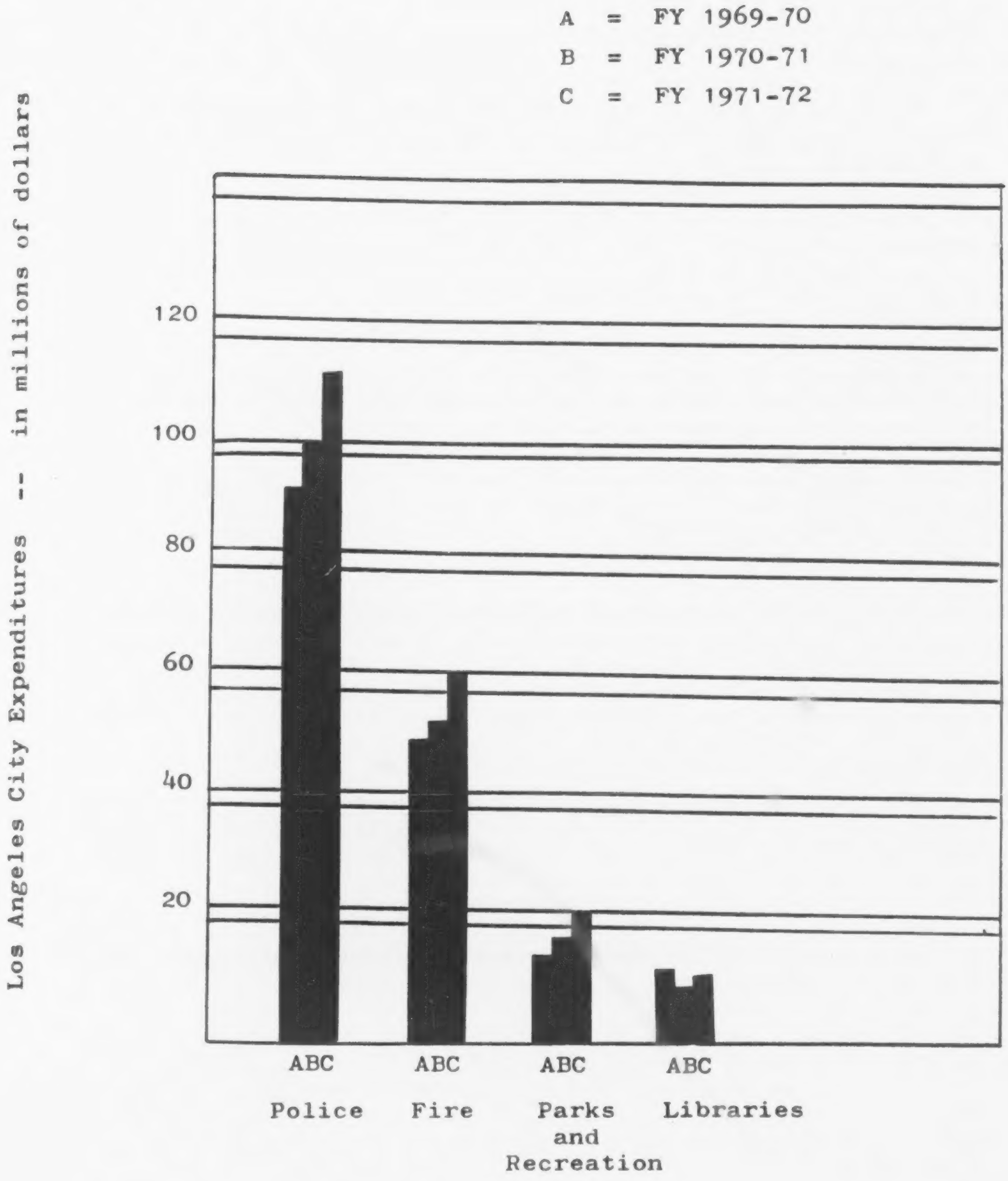
There are 390 professional librarians, none of whom is Mexican American. The library administration forms regular panels to discuss the library needs of the Mexican American community and to find ways of improving library service for them. These panels are composed of leaders in the Mexican American community and library administrative personnel.

2. Budget-- The Los Angeles library system operates on an annual budget determined by the City Council. Budgets for the years 1969-72 are presented in Figure 2.1-12 along with other major city expenses.

The Los Angeles City Budget appropriation for libraries in 1971-72 is $11,347,297. Approximately $9,077,839, or 80 percent, is allocated for salaries, $1,475,148, or 13 percent, for library materials, and $794,310, or seven percent, for operating expenses.

The library budget is derived solely from the city appropriation, but the library also receives state and federal grants. The branch libraries are awarded funds in accordance with the rate of circulation. Generally speaking, the areas of Anglo American population concentration have higher circulation rates, and are therefore rewarded larger allocations.

FIGURE 2.1-12 LOS ANGELES: CITY EXPENDITURES



3. Library Materials -- The library system has a total collection of 3,824,897 volumes, of which less than three percent are in Spanish. There were approximately 325,000 new volumes (25,000 titles) added to this collection per year. The library system has a collection of 5,826 periodical titles, with approximately one percent in Spanish.

Books and all other materials in the main library are selected by the department heads. Selection for the branch libraries is made first by the department heads with final selection made by a committee consisting of both librarians and department heads. All materials are then ordered for the library system by the Order Department.

D. Public School Libraries

Discussed in this section are three district level libraries: the Montebello Unified School District Library, the Los Nietos School District Library, and the Los Angeles Instructional Materials Center.

1. Montebello Unified School District

The Montebello Unified School District Library serves three elementary school libraries and teachers from 19 elementary schools. The library is used by teachers who borrow books for classrooms; these teachers serve a student population of 14,560 children in grades K-6. Of this student population, 52.36% are Spanish surnamed. Two librarians and 10 supportive staff are employed by the library; none of these personnel is Spanish surnamed or Spanish speaking.

The budget for Fiscal Year 1970-1971 was $13.500; no percentage of this figure is specifically allocated for materials in Spanish. The central library has a total of 85,000 volumes, .0032% of which are in Spanish. Support of the Los Angeles County Public Library is provided in the form of adult bookmobile service in the East Los Angeles area with special emphasis on service to the Spanish speaking population; biweekly visits are made, with approximately half of the materials in Spanish.

The educational system has organized in-service programs to enable total staff to understand the unique problems and needs of the Spanish speaking; additionally, the system has co-sponsored a CAP program with the Spanish speaking community.

2. Los Nietos School District

The Los Nietos School District Library serves a student population of 2,804, 69% of whom are Spanish speaking. Five schools are served by this library, and it employs 1 1/2 librarians and 2 1/2[8] supportive staff members, two of whom are Spanish surnamed and Spanish speaking. The total number of volumes in this library is 41,652, with one percent in Spanish. This percentage is double that of three years ago.

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[8] Full-time equivalents.

Total budget for Fiscal Year 1970-1971 was $13,125 with no specific allocation for Spanish language materials. The library provides service to a pre-kindergarten Title VII Bilingual Project and trains pupil aides at the intermediate library. The educational system has co-sponsored a CAP program with the Spanish speaking community.

3. Los Angeles Instructional Materials Center

The Los Angeles Instructional Materials Center in one of the most widely known and studied programs of its kind.[9] The IMC serves 586 schools with 642,900 students in the Los Angeles area. Its 70-71 budget excluse of federal funds was $1,467,377, for the Library Section. The actual percentage of this amount spent for acquisition of Spanish language materials was not available, but 1.17% of the budget was allocated to ESL (English as a Second Language) programs. There are plans for additional library construction, but funds are dependent upon passage of bond issues.

The IMC employs 18 librarians in the Library Section, with 172 librarians in the schools. Of these 190 librarians, two are Spanish speaking and one is Spanish surnamed. Spanish surnamed students total 21.8% student population served.

The Director of Library Services feels that the materials offered through the Library Section relate very well to the student's curriculum and personal needs. It is felt that there are other needs for the Spanish speaking students in library services, including more Spanish speaking librarians and more materials in Spanish.

E. Community and Junior Colleges

There are a number of community and junior colleges in the greater Los Angeles area. The Los Angeles Community College District includes East Los Angeles College, with an October, 1971 enrollment of 14,042; Los Angeles City College, with an enrollment of 17,716; Los Angeles Harbor College in Wilmington, with an enrollment of 9,130; Los Angeles Pierce College in Woodland Hills, [illegible]7,480; Los Angeles Southwest College, 4,062; Los Angeles Trade-Technical College, 15,645; Los Angeles Valley College in Van Nuys, 19,000; and West Los Angeles College in Culver City, 5,314.[10]

A discussion of resources available through these institutions is included in the section of this report on community and junior colleges.

2.1.4 SAN DIEGO

A. Demography -- San Diego, which ranks fourteenth in the nation in population, has 696,769 residents, which represents an increase of 20.2 percent since 1960. Anglo Americans number 556,698, or 79.8 percent of the total population. Mexican Americans number 62,800 (nine percent), Blacks number 52,961 (7.6 percent), and other nonwhites number 24,310 (3.4 percent).[11] Figure 2.1-13 presents the primary population areas in San Diego.

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[9] For source materials, the reader is referred to the IMC.

[10] American Association of Junior Colleges, op. cit., pp.18-21.

The San Diego area's major industries are aeronautics, electronics, and cannery industries. Of a total labor force of 121,135, Mexican Americans number 9,668[12], or eight percent. Of the 9,668 Mexican Americans employed in the San Diego area, 6,509 hold jobs which have been classified by the U.S. Equal Employment Opportunity Commission. Of these, 2,213 (33.9 percent) are white collar workers. Of these white collar workers, 40.2 percent hold clerical and office jobs, while 27 percent are sales workers, 10.8 percent are technicians, 13 percent are professionals, and nine percent are officials and managers. 3,653, or 56.1 percent, hold jobs as blue collar workers, and 643, or 10 percent, are service workers.

Those Mexican Americans who work in the above named industries are generally permanent members of the San Diego community. However, there are many Mexicans who hold "green cards" which enable them to cross the border and work in citrus groves. An estimated 8,000 green card holders cross the border into San Diego each month.[13] These people retain their Mexican citizenship, and are a migrant people. There are 26,000 unemployed in the San Diego area, which is approximately 6.1 percent of the total labor force.

B. City Government -- San Diego is governed by a council-manager form of government. The five member Board of Library Commissioners is the highest link to the city government, and serves in an advisory capacity to the City Council in all matters of library budget and policy-making. The Chief Librarian serves on this board as secretary.

C. Public Library System -- The San Diego library system has four divisions: Administration, Central Library, Extension (which oversees the operation of branches and bookmobiles), and Technical Services.

There are 22 branches and three bookmobiles in addition to the Central Library. Locations of the library facilities are presented in Figure 2.1-14.

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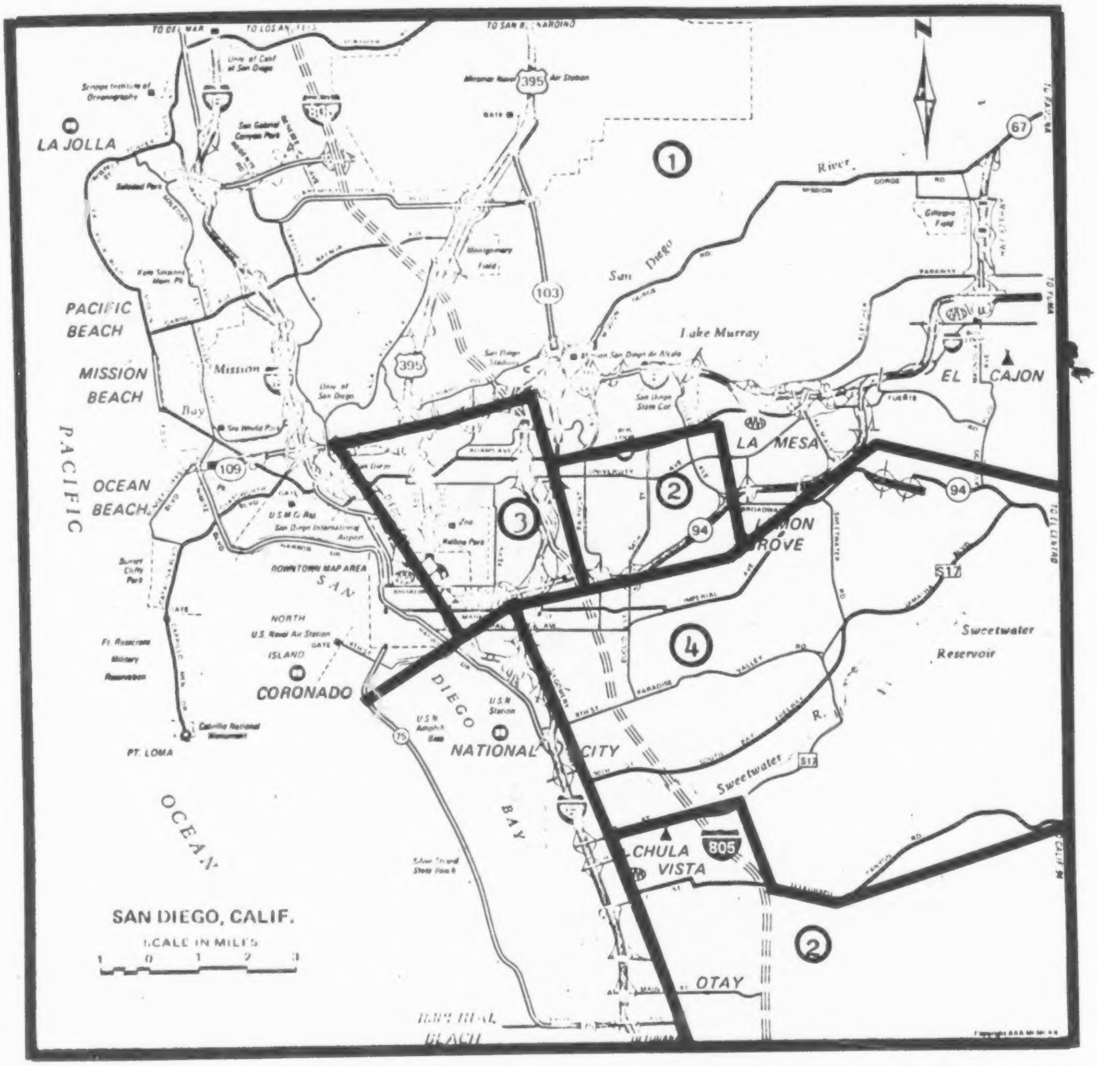
[11] U.S. Census Bureau figures, 1970.

[12] Equal Employment Opportunity Commission, Job Patterns of Minority Men and Women in Private Industry: Metropolitan Areas, Volume 2, (Washington, D.C., Government Printing Office, 1969).

[13] U.S. Immigration Service, San Diego Office Statistics.

FIGURE 2.1-13 SAN DIEGO: PRIMARY POPULATION AREAS

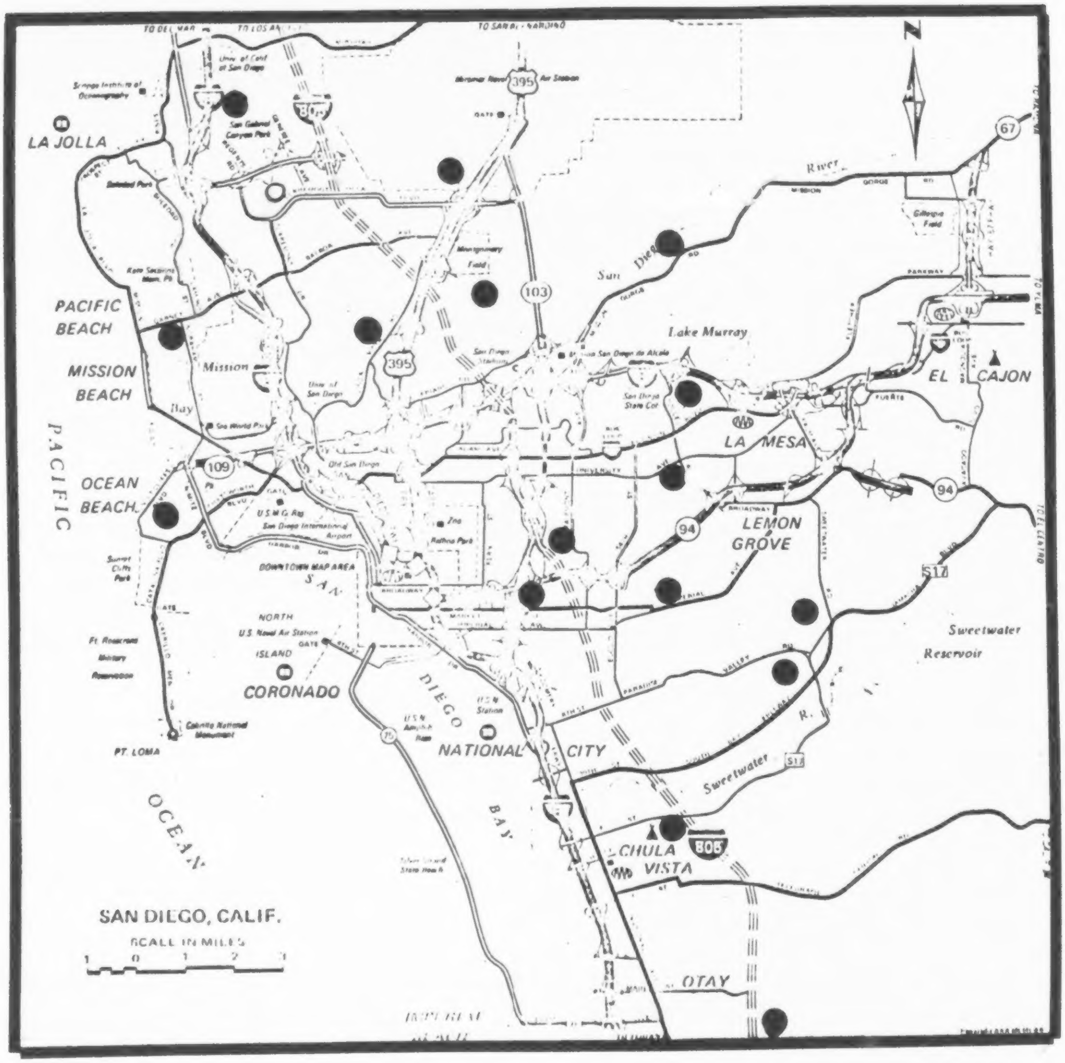


N
LA JOLLA
PACIFIC BEACH
MISSION BEACH
Mission Bay
PACIFIC
OCEAN BEACH
OCEAN
PT. LOMA
CORONADO
NORTH ISLAND
SAN DIEGO BAY
NATIONAL CITY
CHULA VISTA
OTAY
LA MESA
LEMON GROVE
EL CAJON
Lake Murray
San Diego River
Sweetwater R.
Sweetwater Reservoir
395
805
103
109
94
67
75
5
SAN DIEGO, CALIF.
SCALE IN MILES
0
1
2
3
①
②
③
④
②

#1 Anglo American Area
(Middle to Upper Income--
$10,000 and above per year)
#2 Mixed Anglo American and
Black Area
(Low to Poverty Level Income--
$8,000 and less per year

#3 Black Area
(Low Income)
#4 Mexican American Area
(Low to Poverty Level Income)

FIGURE 2.1-14 SAN DIEGO: LOCATION OF LIBRARIES



LA JOLLA
PACIFIC BEACH
MISSION BEACH
OCEAN BEACH
PACIFIC
OCEAN
SAN DIEGO BAY
CORONADO
NORTH ISLAND
NATIONAL CITY
CHULA VISTA
LEMON GROVE
LA MESA
EL CAJON
OTAY
Lake Murray
Sweetwater Reservoir
Sweetwater R.
San Diego River
Mission Bay
PT. LOMA
N
395
103
94
67
805
109
SAN DIEGO, CALIF.
SCALE IN MILES
1 0 1 2 3

The San Diego library system is independent of control by the California State Library. However, in order to qualify for federal and state grants, the San Diego system must report annually to the California State Library.

There are approximately 265,262 people served by the Central Library, 22 branches, and bookmobiles. The bookmobiles visit 18 locations in San Diego County, making two stops per location per month, and spending from one hour to a maximum of three and one-half hours. None of the stops made by the bookmobiles are made in areas of predominantly Mexican American population.

The Logan Heights Branch and the San Ysidro Branch are located in areas of Mexican American concentration. Neither library employs Spanish speaking librarians or staff members. Lack of programs geared to the interests of the Mexican Americans are due in part, to the lack of Mexican American staffs, but also to the fact that these two libraries have the lowest circulation rates in the city, and consequently receive the lowest budgets of any branch in the system.

The San Diego library system participates in a library network with seven other systems to form the Serra Library System. This project is financed by a grant from the state of California under the California Public Library Services Act of 1963. The project has as its goal making a greater volume of materials available on a cooperative basis to all users of the participating library systems. Under the cooperative agreement, any borrower of a member library may borrow materials from another member library without paying a nonresident fee.

Applications for federally funded programs proceed through the Administrative section of the library system to the County Board of Supervisors and then to the California State Library. School-linked programs would proceed through the library and school administrations, if funding were available for joint ventures.

1. Staff -- The San Diego library system employs 136 staff members. There are no Mexican American librarians, and few supportive staff members are either Mexican American or Spanish speaking.

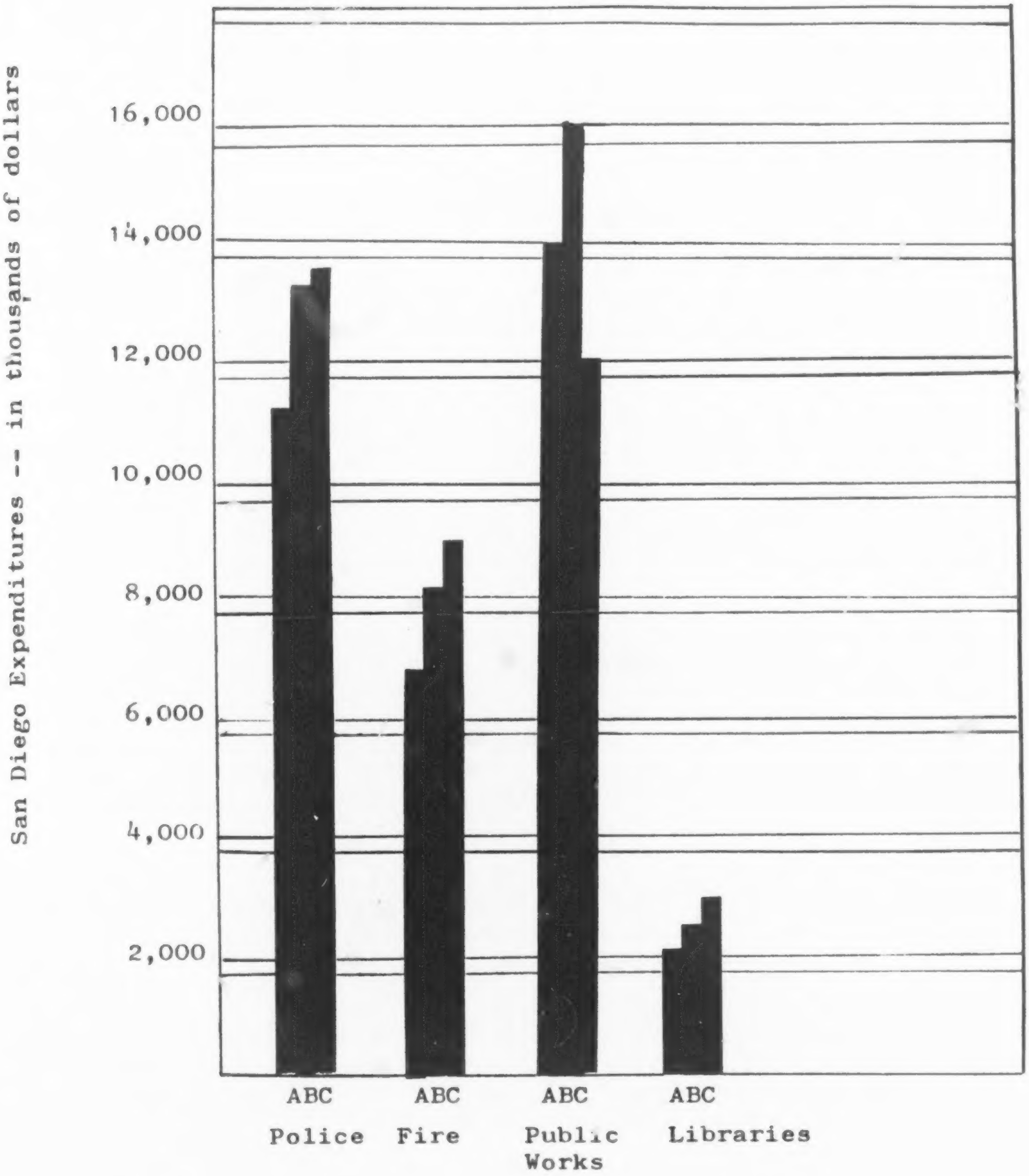
2. Budget -- The San Diego library budget for 1971 is $2,635,776. $2,042,401 was allocated for salaries, and $593,375 was allocated for nonpersonal expenses. No new equipment is to be purchased, but nonpersonal expenses do not include an allocation for the addition of approximately 93,000 volumes to the library collection.

The library budget for the years 1969-1972 are presented in Figure 2.1-15.

3. Library Materials -- The San Diego library system has a collection

FIGURE 2.1-15 SAN DIEGO: CITY EXPENDITURES

A = FY 1969-70
B = FY 1970-71
C = FY 1971-72



of 434,382 volumes, and 250 periodical titles. Less than one percent are in Spanish.

All materials are selected by the subject department heads and the branch librarians. These materials are then ordered and processed by the Technical Services Division.

4. Maintenance and New Construction -- The San Diego library system has been allocated $671,090 since 1960. New construction allocations amounted to $505,498 for 1969 and 1971. The 1969 allocation totaled $345,298 and included the construction of an addition to the Central Library and a new branch library. The 1971 allocation of $160,200 was utilized for the construction of another hew branch. Neither of these facilities are located in areas which are easily acessible to Mexican Americans.

D. Public School Libraries -- San Diego has 124 elementary schools (grades K-6), 18 junior high schools (grades 7-9), 12 senior high schools (grades 10-12), and three continuation and opportunity schools.

1. San Diego Unified School District

The San Diego Unified School District Department of Instructional Media serves a student population of 129,000, 14 percent of whom are Spanish speaking. These students are served through 33 secondary school libraries and 40 elementary school libraries; additionally, there is one central library and one professional library. Thirty-seven librarians are employed in the district, with four more in the central and professional libraries. One of these librarians is Spanish surnamed; Supportive staff members total 41; three of these people speak Spanish at an average or better level of proficiency.

The library has a book collection totaling 1,300,000; an estimated 500 of these volumes are in Spanish. One person is concerned with multiethnic materials; one project of ten people is working on selection and acquisition of bilingual materials. Additionally, the library has a community aides program serving the Spanish speaking community. The educational system also offers an English as a Second Language/Bilingual Project, for which the librarian is one of the curriculum team. The library provides materials for teachers and students to support this curriculum.

2. Sweetwater Union High School District

In the Sweetwater Union High School District, there is no district library for students or central library services for schools. All library services are conducted through the individual schools.

E. Community and Junior Colleges

The San Diego Community College District includes four insttiutions: San Diego City College, with an October, 1971 enrollment of 4,648; San Diego Evening College, 13,337; San Diego Mesa College; 7,090; and

San Diego Miramar College, 1,100.[14] A discussion of the resources available in these colleges is included in the section of this report on community and junior colleges.

Additionally, there are eight four-year colleges in the greater San Diego area. All have libraries, but with the exception of the University of California at San Diego library,which is open to the public, all are designed for the use of their respective academic communities only.

2.1.5 SAN JOSE

A. Demography -- San Jose is the thirty-third largest city in the nation with a population of 436,000. This figure represents a decline of 30.6 percent since 1960. Substantial unemployment (5.8 percent) has been the greatest factor in causing this decline.

Of San Jose's population, 82.2 percent is Anglo American. Mexican Americans make up 12.6 percent of the population, while the Black population comprises 1.2 percent. People of Oriental origin comprise 3.6 percent, and American Indians comprise .4 percent.

A survey taken in October, 1971 by the Bureau of Unemployment Compensation in San Jose showed that 26 percent of the claimants were Mexican American. This figure compares with 68 percent Anglo American, 3.5 percent Black, and 1.9 percent Amrrican Indian and Oriental claimants.[15]

Of those Mexican American claimants, the majority had been employed as cannery workers and construction laborers.

The majority of Mexican Americans in the San Jose area are recent immigrants from Mexico who crossed into the U.S. at Del Rio or Eagle Pass, Texas, and migrated into California for the harvesting season.

San Jose is divided into four primary population areas as shown in Figure 2.1-16. These areas include a middle income Anglo American housing area, a middle income Mexican American housing area, a mixed Anglo-Mexican American housing area, and a low income housing area with primarily Mexican American population.

B. City Government -- San Jose is organized under a council-manager form of government. The mayor, who is the chairman of the City Council, appoints a Board of Library Commissioners which has the responsibility of overseeing the operation of the entire library system. The Board of Library Commissioners is the highest link to the city government. The five board members serve four-year terms and have the responsibility of studying, reviewing and making recommendations regarding all matters

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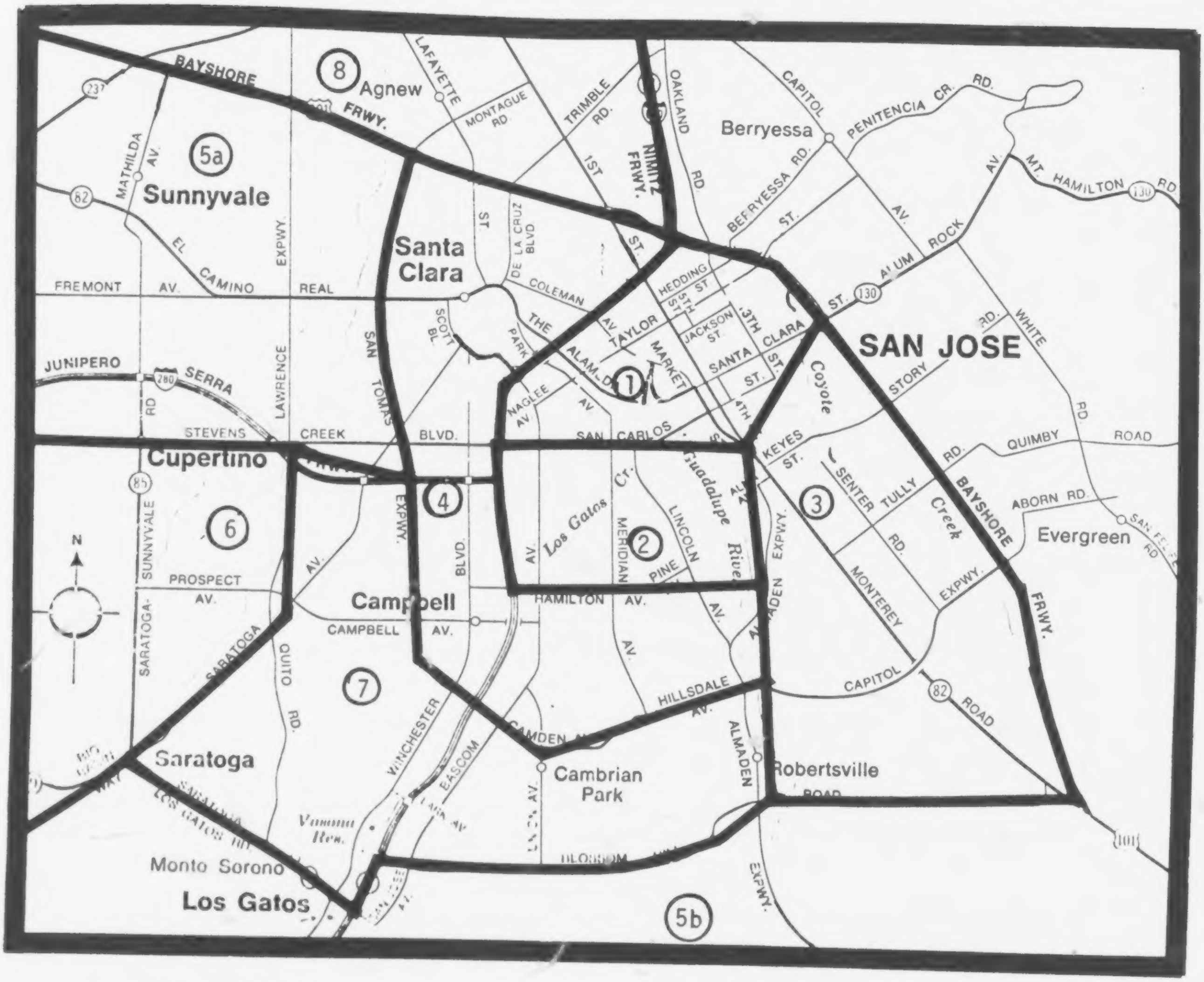
[14] American Association of Junior Colleges, op. cit., pp.20-23.

[15] According to information supplied by the Bureau of Unemployment Compensation in San Jose.

FIGURE 2.1-16 SAN JOSE: PRIMARY POPULATION AREAS



8
Agnew
5a
Sunnyvale
Santa Clara
SAN JOSE
Berryessa
Cupertino
Campbell
Saratoga
Los Gatos
Monto Sorono
Cambrian Park
Robertsville
Evergreen
1
2
3
4
6
7
5b
N
BAYSHORE FRWY.
LAFAYETTE
MONTAGUE RD
TRIMBLE RD.
NIMITZ FRWY.
OAKLAND RD
CAPITOL
PENITENCIA CR. RD.
BERRYESSA RD.
MT. HAMILTON RD
ALUM ROCK AV.
WHITE RD.
MATHILDA AV.
EL CAMINO REAL
FREMONT AV.
EXPWY.
DE LA CRUZ BLVD
COLEMAN
THE ALAMEDA
TAYLOR
HEDDING ST
JACKSON ST
SANTA CLARA ST.
MARKET
13TH ST.
4TH
Coyote
STORY RD.
QUIMBY ROAD
JUNIPERO SERRA
280
STEVENS CREEK BLVD.
LAWRENCE
SAN TOMAS EXPWY.
SCOTT BL.
NAGLEE AV
SAN CARLOS
KEYES ST.
SENTER RD.
TULLY RD.
Creek
ABORN RD.
SAN FELIPE RD
Los Gatos Cr.
Guadalupe River
MERIDIAN AV.
LINCOLN AV.
PINE
BLVD.
EXPWY.
MONTEREY RD.
EXPWY.
85
SUNNYVALE SARATOGA RD
PROSPECT AV.
HAMILTON AV.
CAMPBELL AV.
SARATOGA
QUITO RD.
WINCHESTER
BASCOM
CAMDEN AV.
HILLSDALE AV.
ALMADEN
CAPITOL
82
ROAD
UNION AV.
BLOSSOM HILL
Vasona Res.
SARATOGA LOS GATOS RD.
ALMADEN EXPWY.
FRWY.
101
130
237
62
82

#1 Business District
#2 Black Area
(Low to Poverty Level Income)
#3 Mexican American Area
(Low to Poverty Level Income)
#4 Anglo American Area
(Upper Income)

#5 Anglo American Area
(Upper Income)Ar
#6 Anglo American Area
(Upper Income)
#7 Mexican American and Anglo American Area
(Middle Income)
#8 Industrial Area

all matters which concern the library system.[16] There are no Mexican Americans on the Board.

C. Public Library System -- The San Jose library system operates its main library, all branches, one station, and one bookmobile. Locations of these facilities are presented in Figure 2.1-17.

Organization of the main library, branches, station, and bookmobile fall into the following divisions: Acquisitions, Technical Services, Adult Services,Extension Services, Children's Services, and Special Services. Figure 2.1-18 presents a chart denoting the procedural line of control through which the various departmental requests must follow.

As of August, 1971, there were 205,000 registered library card holders. San Jose library cards are valid for a period of three years, and are available to all residents of San Jose, Sunnyvale, and Santa Clara. However, many Mexican Americans who live in the area east of Highway Route 101 are closer to the Alum Rock County Library than to make use of this library due to the $10 fee which the library charges to all San Jose residents for borrowing privleges.

The San Jose Library's bookmobile visits 70 locations in and around San Jose. The bookmobile stops at each location twice a month for 30 to 60 minutes.

As a member of the Camino Real Regional Library System, the San Jose library system cooperates with the South Bay Area Regional Network. Membership in this network provides inter-library loan and usage agreements and entitles the library to benefit from various federal and state grants awarded to the network by the California State Library.

1. Staff -- The San Jose library system employs 48 librarians and a supportive staff of 107 [17] (including part-time workers). There are no Mexican Americans with M.L.S. degrees on the staff, but there are six Mexican Americans employed in the library system in nonprofessional positions.

2. Budget -- The 1971-72 budget for the library system is $1,686,575. Salaries make up the largest sector of the total, with $1,076,000 (64 percent). Nonpersonal expenses comprise $237,000, or 13 percent of this figure. Fringe benefits make up 10 percent, or $168,575, while cooperative library programs provide $134,000, or eight percent, of the total. Library materials are allotted four percent, or $65,000,of the total budget with less than five percent spent on Spanish language materials and less than one percent on Spanish audio-visual materials.

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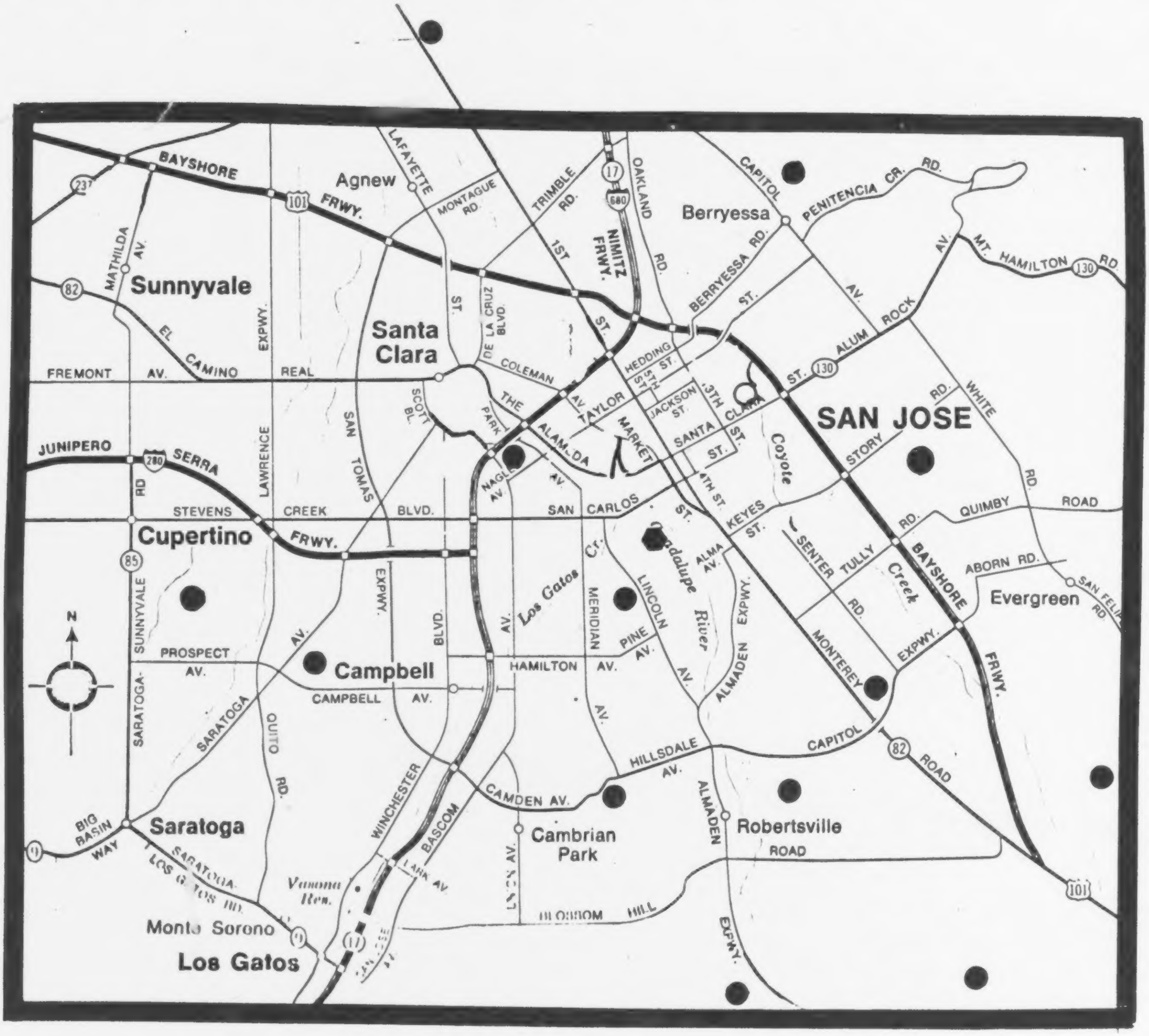
[16] San Jose City Council, Your City Government, (San Jose, California: San Jose City Council, 1970), p. 24.

[17] Full-time equivalents.

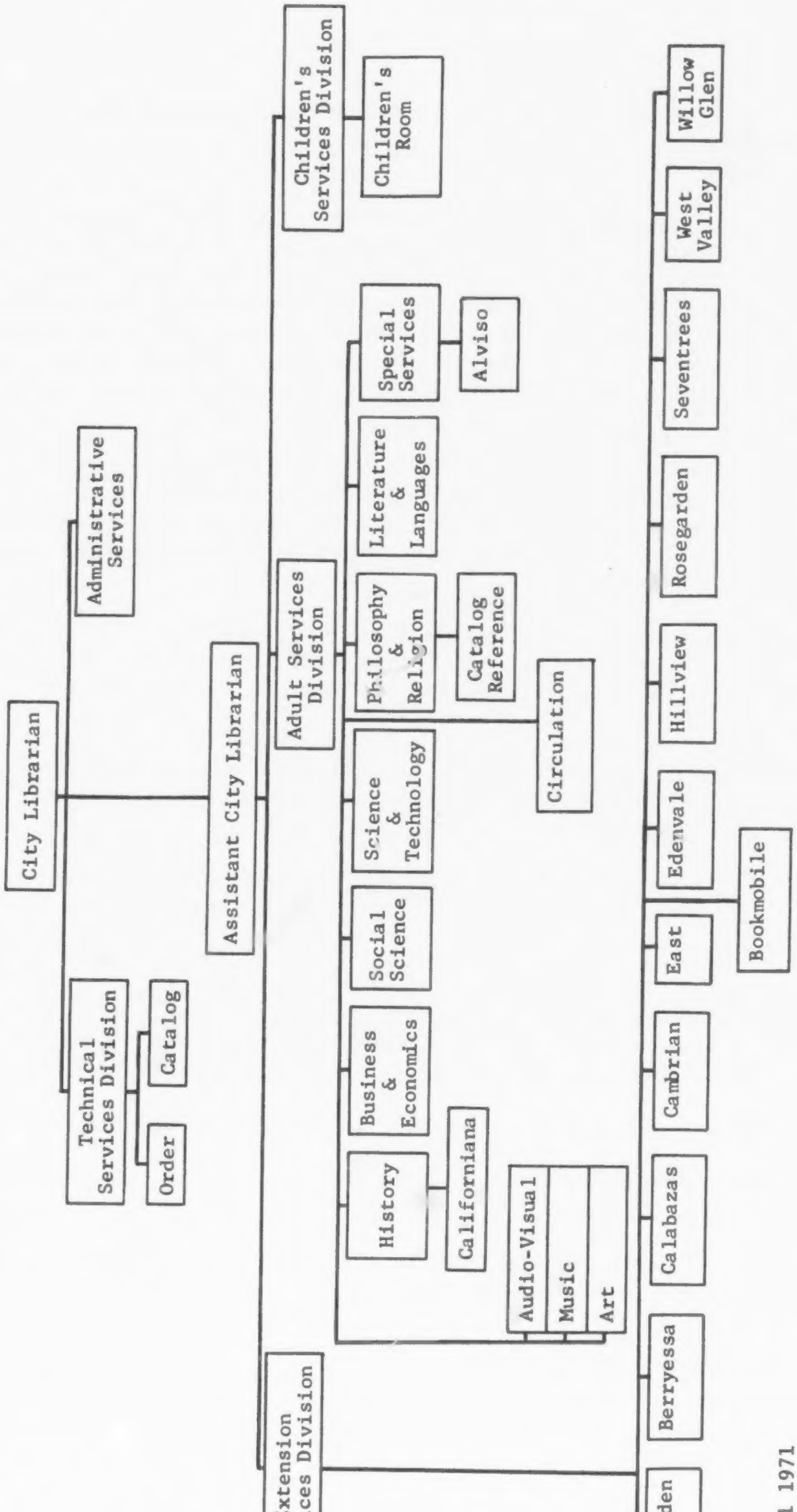
FIGURE 2.1-17 SAN JOSE: LOCATION OF LIBRARIES


BAYSHORE FRWY.
237
101
MATHILDA AV.
Sunnyvale
82
EL CAMINO REAL
FREMONT AV.
EXPWY.
LAWRENCE
Agnew
LAFAYETTE
MONTAGUE RD.
TRIMBLE RD.
1ST ST.
17
680
NIMITZ FRWY.
OAKLAND RD.
CAPITOL AV.
Berryessa
BERRYESSA RD.
PENITENCIA CR. RD.
MT. HAMILTON RD.
130
ALUM ROCK AV.
WHITE RD.
Santa Clara
ST.
DE LA CRUZ BLVD.
COLEMAN AV.
TAYLOR ST.
HEDDING ST.
JACKSON ST.
SANTA CLARA ST.
13TH ST.
SAN JOSE
SCOTT BL.
SAN TOMAS EXPWY.
THE ALAMEDA
PARK AV.
MARKET ST.
STORY RD.
Coyote Creek
JUNIPERO SERRA FRWY.
280
RD
STEVENS CREEK BLVD.
NAGLE AV.
SAN CARLOS ST.
4TH ST.
KEYES ST.
QUIMBY ROAD
Cupertino
85
SUNNYVALE-SARATOGA RD
Los Gatos Cr.
Guadalupe River
MERIDIAN AV.
LINCOLN AV.
ALMA AV.
SENTER RD.
TULLY RD.
BAYSHORE FRWY.
ABORN RD.
SAN FELIPE RD.
Evergreen
N
PROSPECT AV.
Campbell
CAMPBELL AV.
HAMILTON AV.
PINE AV.
ALMADEN EXPWY.
MONTEREY RD.
EXPWY.
SARATOGA AV.
QUITO RD.
BLVD.
WINCHESTER BLVD.
BASCOM AV.
CAMDEN AV.
HILLSDALE AV.
CAPITOL EXPWY.
82
ROAD
Cambrian Park
ALMADEN
Robertsville
ROAD
BIG BASIN WAY
9
Saratoga
SARATOGA-LOS GATOS RD.
Vasona Res.
LARK AV.
UNION AV.
BLOSSOM HILL
Monte Sereno
9
17
Los Gatos
EXPWY.
101

⬢ Main Library

● Branch Libraries

FIGURE 2.1-18 SAN JOSE: LIBRARY ORGANIZATION


City Librarian
Administrative Services
Technical Services Division
Catalog
Order
Assistant City Librarian
Children's Services Division
Children's Room
Adult Services Division
Special Services
Alviso
Literature & Languages
Philosophy & Religion
Catalog Reference
Circulation
Science & Technology
Social Science
Business & Economics
History
Californiana
Audio-Visual
Music
Art
Extension Services Division
Almaden
Berryessa
Calabazas
Cambrian
East
Bookmobile
Edenvale
Hillview
Rosegarden
Seventrees
West Valley
Willow Glen

April 1971

The library budget for 1969-72 is presented along with the other major city expenses in Figure 2.1-19.

Although these budget figures represent a $200,000 increase for the Library Department over the 1970-71 fiscal year, library services have been reduced rather than expanded. Service hours at the main library have been decreased brom 69 to 63 hours per seek, and each branch is closed one night per week to provide enough money for staffing for the Edenvale branch. A lack of sufficient funds has also caused the new Almaden branch to reduce its service hours from 40 hours, which was the original intention of the library administration, to 32 hours per week.

3. Library Materials -- The total collection of books in the San Jose library system numbers 550,000. There are 5,000 books in Spanish. In 1970, 70,000 volumes were added to the collection, of which 1,000 were in Spanish. The library subscribes to 970 periodicals titles, 12 of which are in Spanish.

The San Jose library system circulates records, films, scores and sheet music, films, filmstrips, slide sets, and tapes. Music materials are available for use outside the library, but visual materials are restricted to use in the library.

The Technical Services Division has the responsibility of ordering and processing all materials which are selected hy the branch librarians and subject department librarians.

4. Maintenance and New Construction -- All maintenance expenditures for the library system are absorbed by the Department of Public Works.

Two new branches have been completed since June, 1971. A total of $314,000 was spent on the Almaden branch. Construction costs comprised $281,000 (89 percent), equipment costs were $28,000 (nine percent), and $5,000 (two percent) was spent on personal services.

The Edenvale branch was opened in June, 1971 and was built at a cost of $222,000: 86 percent ($191,000) was expended for construction, 12 percent ($26,000) for equipment, and two percent ($5,000) for personal services.

Funds for the construction of these branches were provided through San Jose's 1966 Bond Program.

D. Public School Libraries

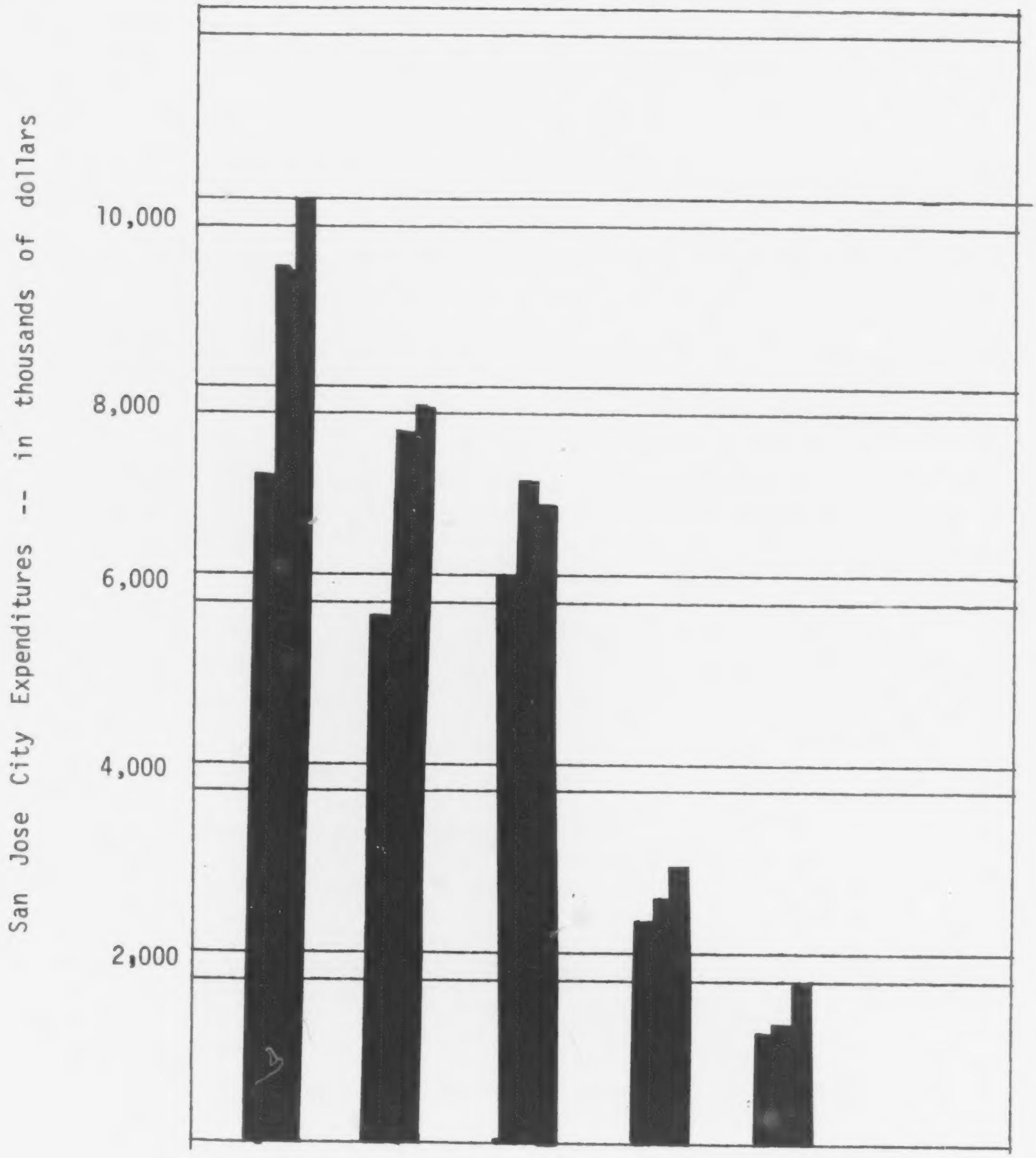
Three district level libraries are discussed in this section: the Evergreen School District Library, the Eastside Union High School District Library, and the San Jose Instructional Materials Center.

FIGURE 2.1-19 SAN JOSE: CITY EXPENDITURES

A = FY 1969-70

B = FY 1970-71

C = 1971-72



1. Evergreen School District

The Evergreen School District Library serves seven elementary and junior high school libraries and employs three librarians. The total book collection is 27,394 volumes in English and 175 bilingual(Spanish/English) volumes.

2. Eastside Union High School District

The Eastside Union High School District serves eight school libraries and employs nine librarians, none of whom are Spanish surnamed or Spanish speaking. Eight supportive staff members are employed, two of whom speak Spanish at an average or better level of proficiency. The educational system does not have a recruitment program or a special job advancement program for Spanish speaking librarians and supportive staff members. The library has service activities specially tailored to supply library and service information needed by the Spanish speaking students. The District Library works closely with the English as a Second Language teachers and with those who need similar kinds of assistance and expertise.

3. San Jose Instructional Materials Center

The San Jose Instructional Materials Center provides services for 37,000 students, 27 percent of whom are Spanish speaking. These students are enrolled in 50 schools, with 13 librarians serving these schools; none of these librarians are Spanish speaking or Spanish surnamed. Thirteen supportive staff members are employed; six of these staff members speak Spanish at an average or better level of proficiency; all work directly with students.

The educational system has a limited in-service program to enable the total staff to understand the unique problems and needs of the Spanish speaking. The system has co-sponsored CAP and Model Cities activities with the Spanish speaking community.

E. Community and Junior Colleges

San Jose City College, with an enrollment of 14,814 in October of 1971[18], also serves San Jose. A discussion of the resources available through this institution is included in the section of this report on community and junior colleges.

2.1.6 DENVER

A. Demography -- Denver ranks twenty-seventh in the nation with a population of 514,676. This figure represents an increase since 1960 of 20,789, or 4.2 percent. Population growth in the city of Denver has been minimal, due to the high rate of out-migration from the central city. The result is particularly obvious in the suburban areas outside of Denver, which experienced a growth of 300,000, of 64 percent. Those moving to the suburbs were mainly Anglo Americans, while those migrating to the inner city were Mexican Americans or Blacks.

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[18] American Association of Junior Colleges, op. cit., p. 23.

There are presently 458,187 (89 percent) Anglo Americans residing in the city. It is estimated by the U.S. Census Bureau that the Spanish surnamed number 75,000 of the 458,187 total. This figure represents 16 percent of the white population, and 14 percent of the total population. "Negro and other races" number 56,491, or 10 percent of the total population.

Denver has several areas of predominantly Mexican American population. These areas are presented in Figure 2.1-20.

Denver has a present unemployment rate of 3.1 percent. Although there are no available 1971 statistics for the state of Colorado for the number or rate of employed or unemployed Mexican Americans in Denver, a study conducted in October, 1968, produced the following findings:

STUDY AREA UNEMPLOYMENT RATES

	Total	Male	Female
Non-white	14.5	9.4	21.7
Spanish surnamed	13.6	8.1	21.6
White-other	8.4	9.3	7.0

This was a study of the Denver poverty area. "The high unemployment rate for the Denver ghetto not only reflects the heavy concentration of minorities in the area, but is also evidence that generally, the most disadvantaged and economically least qualified adults of all radical groups and ethnic groups are most heavily represented in the ghetto."[19]

Of a labor force of 177,337, Spanish surnamed Americans number 12,633, or seven percent. Among this group are 2,892 white collar workers. Of these, 1,606 (55%) are employed as office and clerical workers. Of the Mexican American white collar workers, 8.9 percent are employed as officials or managers. There are 11.8 percent employed as technicians and 16.8 employed as sales workers. The remaining 1,899 are service workers. The remaining 7,842 are blue collar workers primarily in the following industries: mining, food products, stone, clay and glass products, and primary metal industries.[20]

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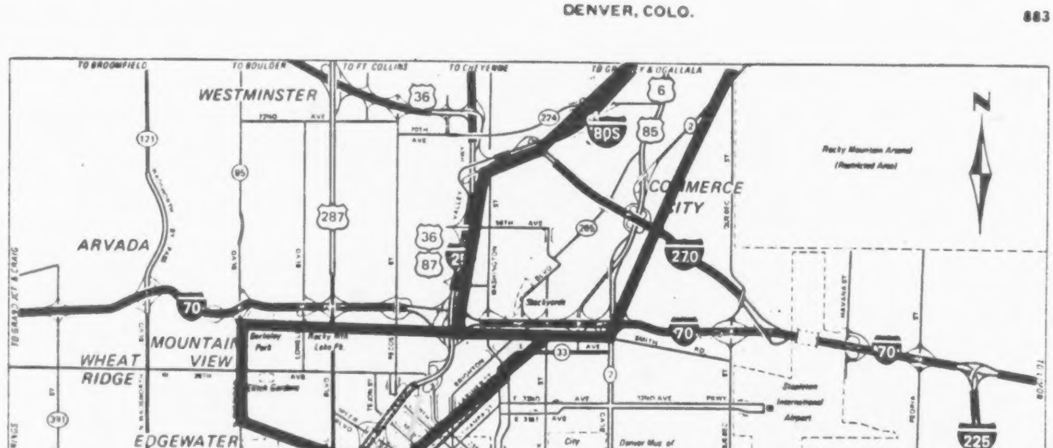
[19] "A study of employment, unemployment and job vacancies in the Denver labor market", prepared for the Mayor of the City of Denver for submittal to the Economic Development Administration, U.S. Dept. of Commerce, by R.A. Zubrow and others, October, 1968.

[20] Equal Employment Opportunity Commission, _op_. _cit_., pp. 244-261.

FIGURE 2.1-20 DENVER: AREAS OF CONCENTRATED MEXICAN AMERICAN POPULATION


DENVER, COLO.
883
WESTMINSTER
ARVADA
MOUNTAIN VIEW
WHEAT RIDGE
EDGEWATER
LAKEWOOD
COMMERCE CITY
Rocky Mountain Arsenal (Restricted Area)
Stapleton International Airport
AURORA
Lowry Air Force Base
GLENDALE
SHERIDAN
ENGLEWOOD
CHERRY HILLS VILLAGE
GREENWOOD VILLAGE
LITTLETON
South Platte River
Cherry Creek
Cherry Creek Reservoir
Marston Lake
DOWNTOWN MAP AREA
City Park
Washington Park
Mountain View Park
DENVER, COLORADO
SCALE IN MILES
1 0 1 2 3
N

B. City Government -- Denver is organized under a mayor-council form of government. The mayor appoints an eight member Library Commission which oversees the organization and operation of the library system. The City Librarian is appointed by the Library Commission and the mayor. It is the City Librarian's responsibility to see that the library system operates smoothly, and to submit the library's annual budget.

C. Public Library System -- The Denver Public Library has 21 facilities in addition to the main library. There are five regional libraries, six branches, and six neighborhood libraries serving 512,691 people, 61,523 of whom are Spanish speaking. The locations of these facilities are presented in Figure 2.1-21.

Four bookmobiles make weekly stops throughout the city, with regular stops in population areas of Mexican American predominance.

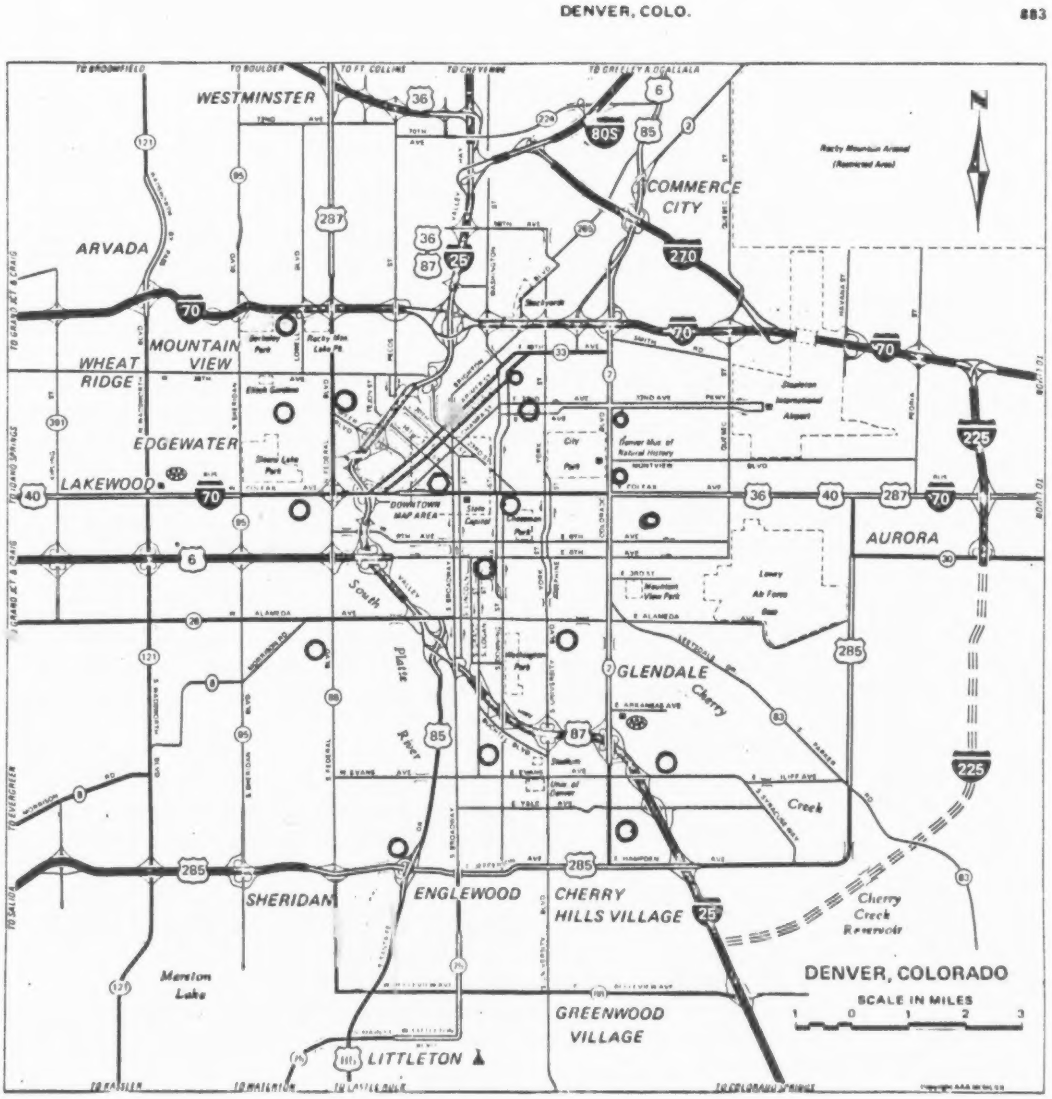
The Denver library system belongs to a network of libraries called the Central Colorado Public Library System. Participation in this network permits patrons of the six surrounding counties to borrow materials from any of the member libraries, and also enables the libraries to establish interlibrary loan agreements. The Denver Public Library is also a regional depository for U.S. Government documents and a depository for United Nations and U.S. Atomic Energy Commission documents. The Denver Public Library has also been designated as an official depository of library materials for several of the state's professional societies.

1. Staff -- The Denver library system employs 383 people. Of these, 106 are professional librarians. Ten (.5%) Mexican American subprofessional staff members work with Mexican American library patrons.

The Community Services Division believes that its one Mexican American employee is a tremendous addition to its services. The Community Services liaison, who has counseling experience in institutions and in the school system, works closely with Action Center and PTA leaders to notify them of special services and programs such as the Mexican American film program, Mexican American Heritage and Destiny, in addition to films such as how to conduct a discussion, how to apply for jobs, etc. The liaison introduces fellow Mexican Americans to people in the Action Centers, to the subject librarians in the main library, to branch librarians, and encourages the Mexican Americans to make their requests known so that he may relay their requests to the proper library personnel.

The bookmobile "Fun Five" spends each Wednesday at Lincoln Park with the liaison, who takes care of special requests, distributes flyers about the library's services to Mexican Americans in stores, laundromats, restaurants, etc.

FIGURE 2.1-21 DENVER: LOCATION OF LIBRARIES


DENVER, COLO.
883
WESTMINSTER
ARVADA
MOUNTAIN VIEW
WHEAT RIDGE
EDGEWATER
LAKEWOOD
COMMERCE CITY
AURORA
GLENDALE
SHERIDAN
ENGLEWOOD
CHERRY HILLS VILLAGE
GREENWOOD VILLAGE
LITTLETON
South Platte River
Cherry Creek
Cherry Creek Reservoir
Rocky Mountain Arsenal (Restricted Area)
Stapleton International Airport
Lowry Air Force Base
DOWNTOWN MAP AREA
State Capitol
City Park
Washington Park
Marston Lake
DENVER, COLORADO
SCALE IN MILES
0
1
2
3

Denver: Locations of Libraries

⬡ Main Library

○ Other Library Facilities

2. Budget -- The Denver Public Library had a budget of $3,052,900 in fiscal year 1970. Of this amount, 77 percent ($2,366,094) was allocated for salaries, and 13 percent ($415,453) was allocated for acquisition of books and binding. One percent, or $49,578, of the budget was allocated for periodicals, while $9,608 was allocated for audio-visual supplies. Approximately $211,967 (seven percent) was allocated for operating expenses.

The above mentioned funds are derived solely from the city. However, the library system was aided by state and federal funds in the amount of $690,168, with most of this funding provided by the federal government. Figure 2.1-22 presents the library budgets from 1969-71 along with other city expenses.

3. Library Materials -- The Denver library system has a collection of 1,250,000 books, with less than one percent in Spanish. Although there are no figures available on the increment of books per year, the library administration believes that the number of Spanish books added to the collection has increased significantly each year for the past three years.

There are 2,100 periodicals in the Denver collection, with less than one percent in Spanish. Additionally, there is a collection of 12,600 audio-visual materials, which includes records, films, framed art reproductions, and music scores.

4. Maintenance and New Construction -- Information on costs and projected new construction were not available for release from the Denver Public Library Administration.

D. Public School Libraries -- Table2.1-1 presents a chart showing number of school libraries in the Denver area. All are generally restricted to use by students and faculty.

Programs sponsored by the various schools are structured to meet the needs of the academic community which they serve. However, these libraries do cooperate with the state library and other libraries in interlibrary loans and special programs.

1. Denver Public Schools

The Denver Public Schools Department of Instructional Materials Library Services serves a total of 107 libraries, including the professional library. The student population served is 97,914, with 22.5 percent of these students Spanish speaking. The library employs 122 librarians, two of whom are Spanish speaking.

The total number of volumes in the Denver Public Schools libraries is 824,904, and while the percentage of these in Spanish is not available, the Department says that the percentage has increased over the past few years.

FIGURE 2.1-22 DENVER: CITY EXPENDITURES

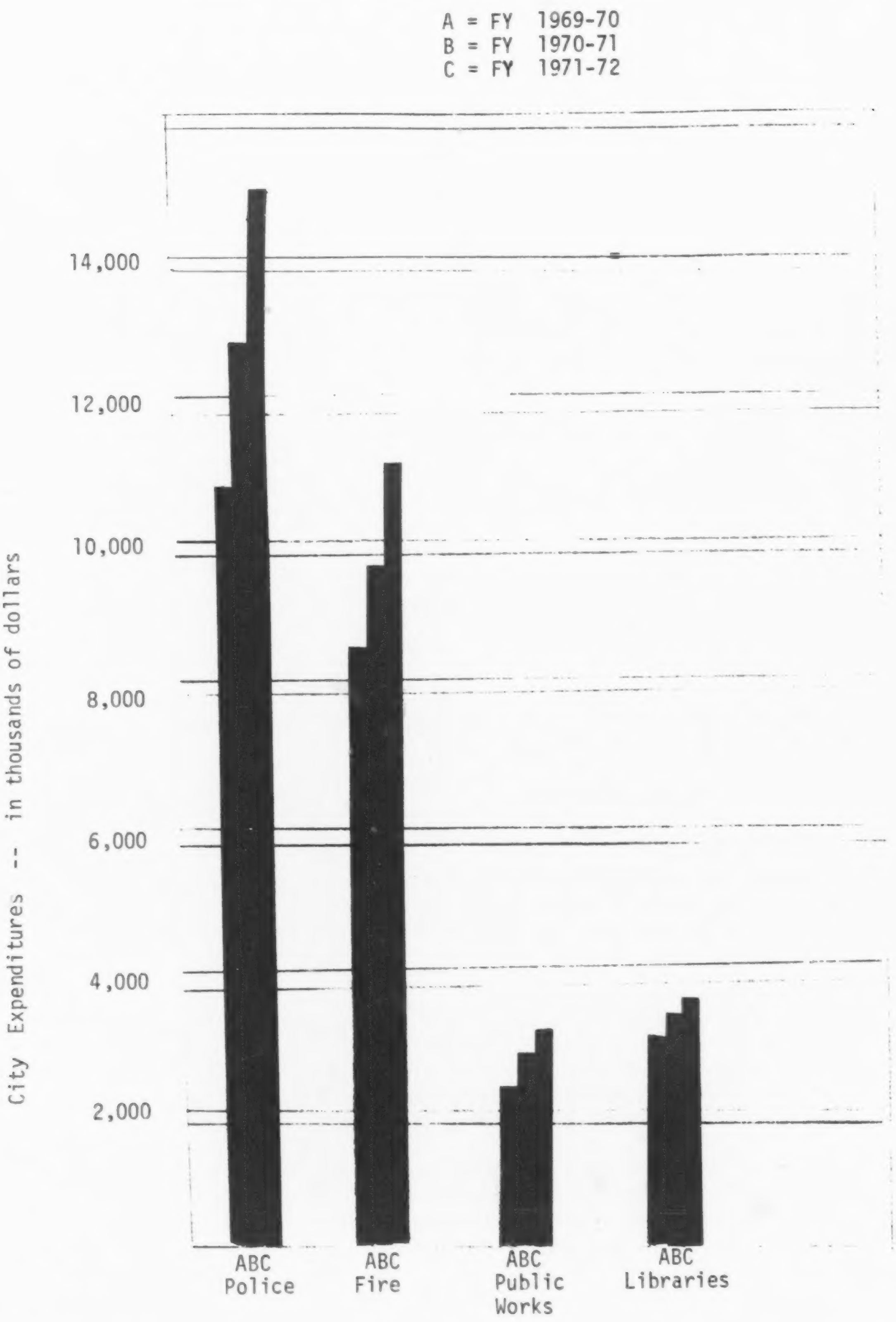


TABLE 2.1-1 DENVER: PUBLIC SCHOOL LIBRARIES

LEVEL	TOTAL NUMBER OF SCHOOLS	TOTAL NUMBER OF LIBRARIES
Elementary	94	94
Junior High	17	17
Junior/Senior High	1	1
Senior High	8	8
Opportunity Schools	1	1
Special School*	3	3

*Includes a special education school and schools in institutions.

The Latin American Research and Service Agency, a United Fund Agency, and the Denver Public Schools have, over the last three years, co-sponsored a youth motivation program, grades 7 through 12, funded under ESEA Title I, serving chiefly Spanish speaking youth. The system provides ethnic studies for the Spanish speaking; the librarian is on the curriculum team which develops ethnic studies and the library provides teachers and students with curriculum support materials. Additionally, the librarian works with the staff of pre-school programs for Spanish speaking children and bilingual programs as a materials consultant.

The library has no organized in-service programs to develop programs of library service for the Spanish speaking, but in-service programs to enable the total staff to better understand the unique problems and needs of the Spanish speaking are held.

In the 25 secondary schools, 39 librarians are employed; one of these librarians is Spanish surnamed. The educational system has a recruitment program for Spanish speaking librarians and supportive staff members, but does not have a special job advancement program for them.

E. Community and Junior Colleges

The Community College of Denver has three campuses: The Auraria Campus, with an October, 1971 enrollment of 1,125; the North campus, 3,553; and the Red Rocks Campus in Lakewood, 2,423. A discussion of the resources available in these institutions is included in the section of this report on community and junior colleges.[21]

Additionally, eleven four-year colleges are located in the immediate Denver area.

2.1.7 ALBUQUERQUE

A. Demography -- The city of Albuquerque presently has a population of 243,751 and ranks fifty-eight in the nation in the nation in population. Albuquerque has experienced an increase in population of 42.562 (21.1 percent) since 1960.

Spanish surnamed Americans comprise 30 percent of the Albuquerque population, Blacks comprise two percent of the population, less than one percent are American Indians, and 67 percent are Anglo American. Figure 2.1-23 shows the area of concentrated Mexican American population.

Albuquerque's main industries are government, food and kindred products, general merchandising, business services, and health services.

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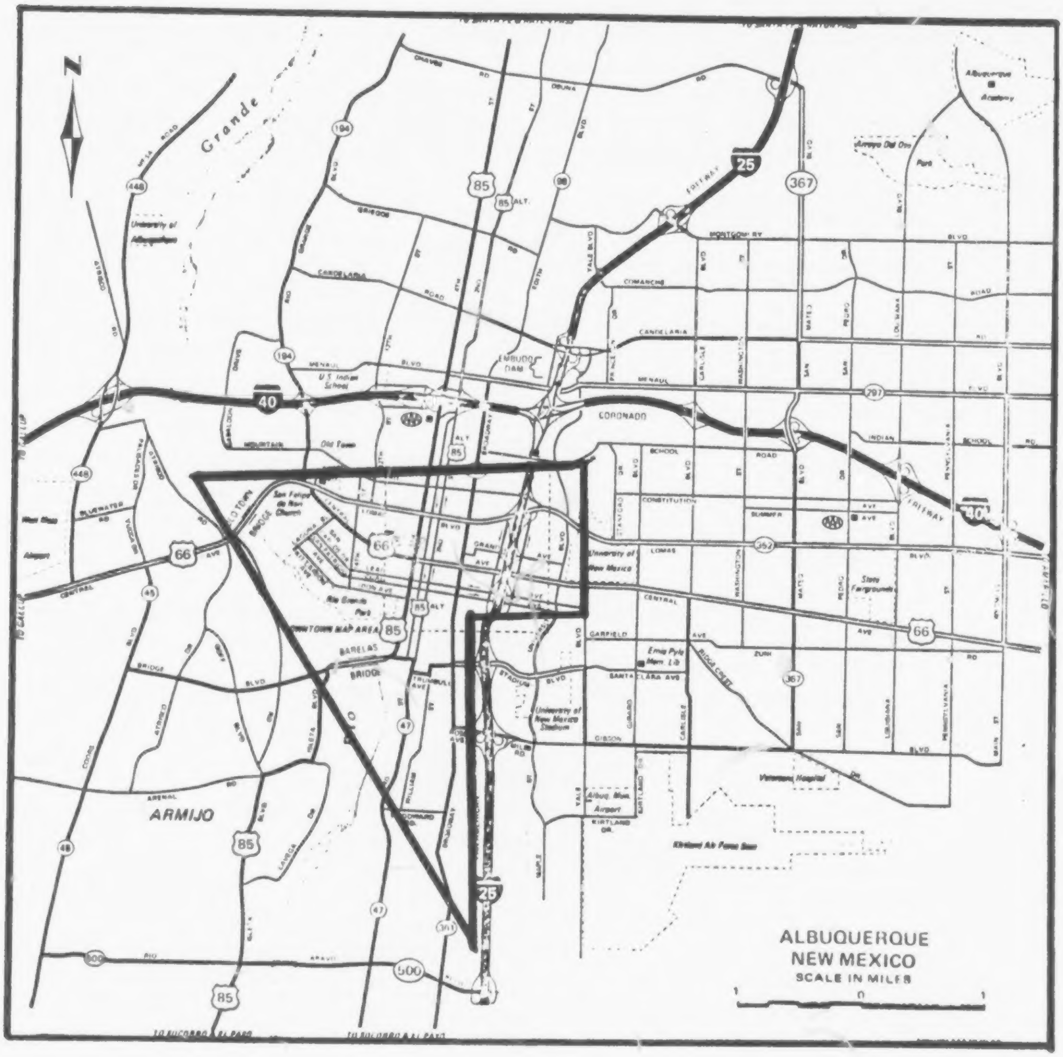
[21] American Association of Junior Colleges, op. cit., p.25.

FIGURE 2.1-23 ALBUQUERQUE: AREA OF CONCENTRATED MEXICAN AMERICAN POPULATION


N
Grande
Old Town
San Felipe de Neri Church
Rio Grande Park
DOWNTOWN MAP AREA
BARELAS
University of New Mexico
State Fairgrounds
Ernie Pyle Mem. Lib.
University of New Mexico Stadium
Albuq. Mun. Airport
Veterans Hospital
Kirtland Air Force Base
Albuquerque Academy
Arroyo Del Oso Park
EMBUDO DAM
U.S. Indian School
University of Albuquerque
ARMIJO
CENTRAL
CORONADO
MONTGOMERY
CANDELARIA
MENAUL
COMANCHE
CONSTITUTION
LOMAS
GIBSON
GARFIELD
ZUNI
SANTA CLARA AVE
40
25
66
85
367
448
45
47
500
ALBUQUERQUE
NEW MEXICO
SCALE IN MILES
1
0
1

Albuquerque has a labor force of 37,593,(selected industries by Standard Industrial Classification)most of whom are concentrated in the above mentioned areas of employment. There are 9,614 Spanish surnamed in the labor force. Of these, 4,850 are in specific industries,[22] and of this number 2,038 or 42 percent, are white collar workers, 43.6 percent are office and clerical workers, 30.1 percent are sales workers, 12.1 percent are technicians, 6.2 percent are professionals, and eight percent are officials and managers. The current unemployment rate for Albuquerque is 6.8 percent. A survey conducted by the city manager's office in the Model Neighborhood area in 1970 found that unemployment in the Model Neighborhood was as high as 20 percent.

B. City Government -- Albuquerque is organized under a council-manager form of government. The Albuquerque City Council appoints a library board which serves in an advisory capacity.

The Albuquerque Library Director, who derives his authority from the city manager, has the responsibility of overseeing the operation of the library system and the preparation of the library's annual budget for approval by the council.

C. Public Library System -- The Albuquerque library system has four divisions: Administration, Book Processing, Public Service, and Civic Museum. Each of the divisions has its own budget within the total library budget.

The Public Services Division includes a main library, six branches, and one bookmobile. Locations of the library facilities are found in Figure 2.1-24. The main library is under the authority of the Director, while the branches are under the authority of the Assistant Library Director.

The Albuquerque library administration estimates that one-third of the population (or 81,250 people) hold library cards. Cards are issued for three-year periods, and are automatically renewable at the end of the three-year period.

The Albuquerque library provides bookmobile service for 18 locations in the city on a weekly basis. Although there are two mobile units, only one is in operation at a given time. While one unit is in the field, the other is beign restocked. Twelve of the 18 locations are in areas of high Mexican American concentration.

The New Mexico State Library disburses federal and state grants. Application for federal programs proceed through the administrative section of the library. School-linked programs at present proceed through the Model Cities Agency, but films and other materials are

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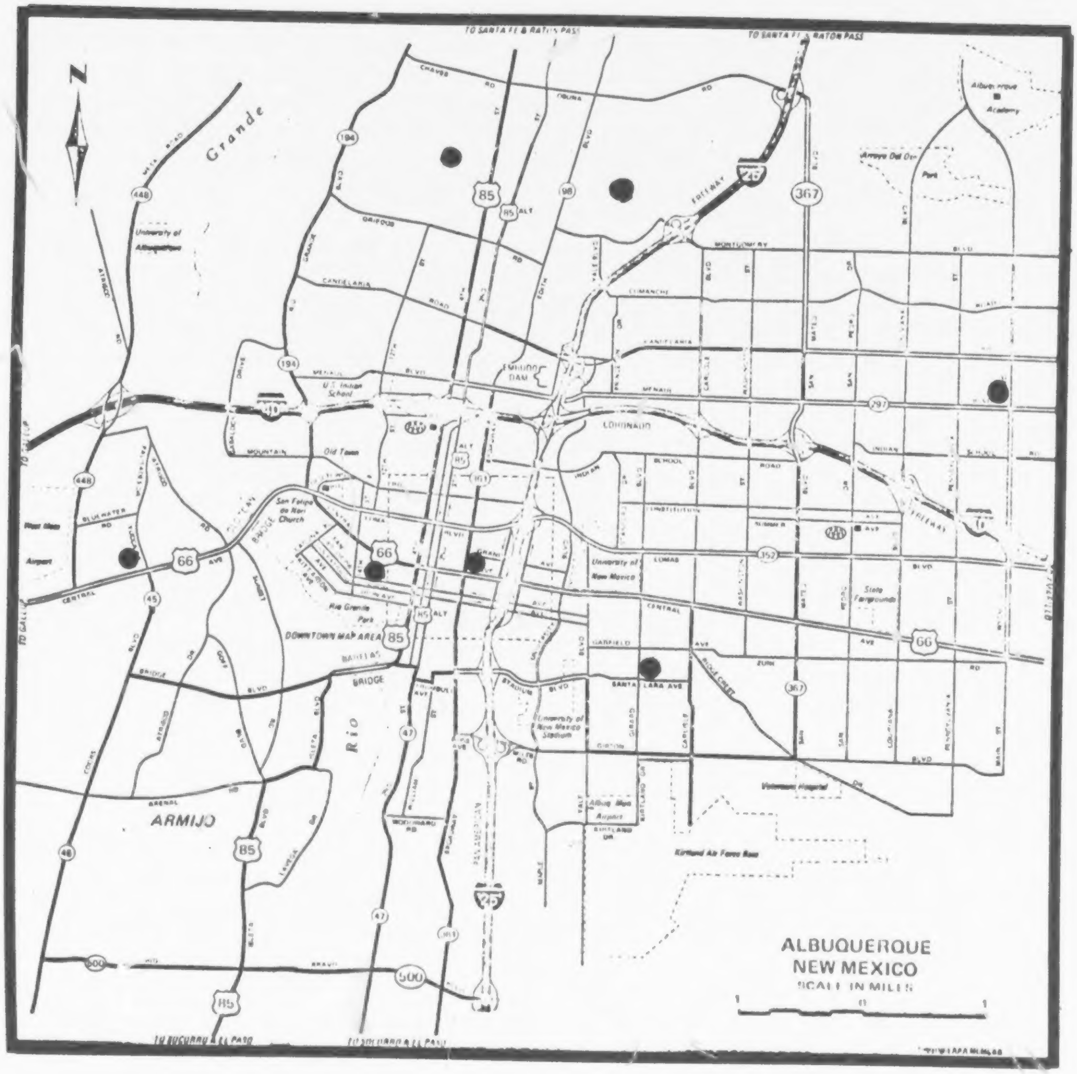
[22] Equal Employment Opportunity Commission, op. cit.,

FIGURE 2.1-24 ALBUQUERQUE: LOCATION OF LIBRARIES



ALBUQUERQUE
NEW MEXICO
SCALE IN MILES
N
Rio Grande
ARMIJO
DOWNTOWN MAP AREA
Old Town
University of New Mexico
State Fairgrounds
Kirtland Air Force Base
Veterans Hospital
Albuquerque Academy
TO SANTA FE & RATON PASS
TO SOCORRO & EL PASO

available to schools on an informal basis. The Albuquerque library has a cooperative interlibrary loan agreement with the University of New Mexico and with the Sandia Base Technical Library.

1. Staff -- The Albuquerque library system employs a staff of 73 full-time and 34 part-time persons. There are six Spanish surnamed people who serve as librarians, but who do not hold degrees in library science. Presently, there is no fellowship upgrading program for employees who do not have library science degrees in the Albuquerque public library system, with the exception of special programs through the Model Cities library. Seven of the 26 member clerical/technical staff are Spanish surnamed, and nine other Mexican Americans are employed in other library postiions.

The Model Cities library has a program of recruiting and hiring Spanish surnamed youths who have recently graduated from high school for training in library work, These employees are trained in library skills at the main library for work in the Model Cities library. Several of these will obtain associate's and bachelor's degrees, aided by the scholarships funded through the Model Cities program.

The Model Cities library was established in October 1968, and fully approved and funded in early 1970 by the late Donald A. Reichmann, Director of the Albuquerque Public Library. "Avant-garde" in character and appearance, the Model Cities library provides Spanish language and Mexican cultural materials, in addition to recordings, films, two color televisions, 175 films in Spanish, 50 films in English, a microgiche collection and microfiche readers.

The entire library lending system has more stringent rules, fines, or replacement costs, as is evidenced by their large paperbound book collection.

A colorful Mexican decor enhances the library, which includes ¡Viva Zapata! posters.

2. Budget -- The library budget for fiscal year 1971 is $566,490. Of this amount, $507,848, or 89 percent, was allocated for salary expenses, $5,351, or .9 percent, was allocated for materials, and the remainder, $22,775, or four percent, was allocated for maintenance expenses.[23]

The city of Albuquerque derives $560,273 of its budget from city funds, $700 from a state grant, and $110,000 from Model Cities funds for its libraries. Since the main library and two branches are located in an area of high Spanish surnamed concentration, approximately $250,000 of the total budget is utilized in the Spanish surnamed area.

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[23] Information provided by Albuquerque City Manager's Office.

Figure 2.1-25 presents the Albuquerque library budget for fiscal years 1969-71 along with other major city expenses.

3. Library Materials -- The Albuquerque library has a collection of 320,071 volumes, with 1,500 in Spanish. Approximately 22,000 volumes are added per year, with approximately 2,500 in Spanish to be added.

The main library and each of the branches has a microfilm and readers for use by library patrons. The Model Cities library has 175 films in Spanish, 50 films in English, a film projector, and two color televisions.

All library materials are selected, ordered and processed by the Book Procession Division of the library.

4. Maintenance and New Construction -- A city bond program approved in April, 1970, has made $4,970,000 available for the construction of a new main library.

Construction of a new branch library is also expected to begin in fiscal year 1973.

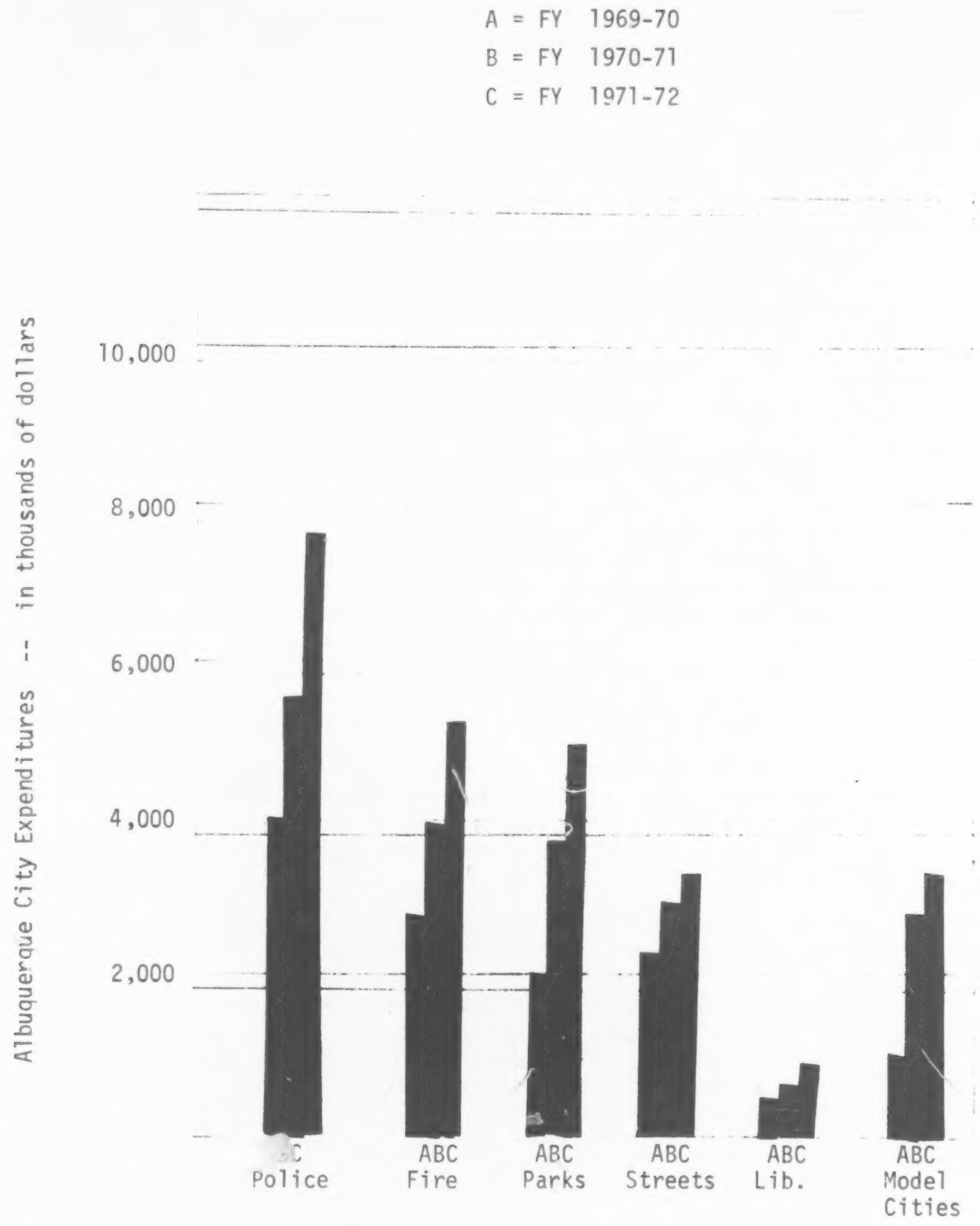
D. Public School Libraries -- Albuquerque has 79 elementary schools, 22 junior high schools, eight senior high schools, and one night senior high. All have reported to the Superintendent of Public Instruction that they have libraries.

For this discussion, we will include representative schools from the Albuquerque area, primarily at the junior and senior high school levels, in schools with high percentages of Spanish surnamed students.

Of ten librarians surveyed, three speak Spanish at an average or better level of proficiency; two are Spanish surnamed. Two schools indicated they have a recruitment program for Spanish speaking staff; in no case was a special job advancement program for Spanish speaking staff reported.

There is a total of 72,318 volumes in the schools surveyed, with 625 volumes in Spanish. Periodical subscriptions total 450, with 10 in Spanish. Insofar as nonprint media are concerned, the schools have slightly less than 10% of their recordings collections in Spanish; almost half of the tapes collections are in Spanish, although several respondents indicated their tapes are for language laboratory use. The respondents indicated no in-school films, either 16mm or 8mm; a large number of filmstrips is reported. No recreational equipment (games, pets, toys, etc.) was reported by any respondent. Half of the librarians feel the needs of the students are being met very well; the other half feel their collections meet these needs at a satisfactory level. Two

FIGURE 2.1-25 ALBUQUERQUE: CITY EXPENDITURES



of the respondents have conducted a survey during the past three years to determine the information needs and library behavior of the Spanish speaking students.

Two libraries report the use of paid, part-time aides from the Spanish speaking community. All respondents indicated that attendance at institutes on library services to the Spanish speaking is encouraged.

No library reported conducting any type of in-service training program to deal with the needs of Spanish speaking sutdents; four librarians indicated they do work with faculty to coordinate special programs for the Spanish speaking.

All respondents indicated they provide instruction, on request, in general library use other than card or book catalogues; all provide such instruction in English only.

A few recreational programs are offered by the libraries (film programs, reading clubs, etc.), but all are conducted in English only.

Three respondents indicated their library serves as a meeting place for the Spanish speaking community; five librarians see themselves serving as an information base for Spanish speaking students.

E. Community and Junior Colleges

There are no community or junior colleges listed for Albuquerque in the 1972 Junior College Directory.[24] A discussion of resources available through the University of Albuquerque (which has a two-year program) and other New Mexico institutions is included in the section of this report on community and junior colleges.

Additionally, there are two universities, a business college, a computer training school, and a vocational-technical in Albuquerque, and all have libraries; however, for the most part, these library facilities are restricted to use by students and staff of the respective institutions.

2.1.8 SANTA FE

A. Demography-- Santa Fe is the third largest city in the state of New Mexico and serves as its capital. With a total population of 41,167 in 1970, Santa Fe has experienced an increase in population of 1.1 percent per year since 1960.

According to the Department of Planning of Santa Fe, approximately 50 percent of the city's population is Spanish surnamed, while the county of Santa Fe is approximately 55 percent Mexican American.

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[24] American Association of Junior Colleges, op. cit., p.54

In fiscal year 1970, an estimated 75 percent of those employed in Santa Fe worked in the areas of trade, services, and government; there is very little heavy industry such as mining, contract conctruction, or manufacturing.

The total labor force for Santa Fe County is 20,950.[25] Approximately six percent of this figure are unemployed. Although there are no current figures on the number of Spanish surnamed who are unemployed, it is conceded that their unemployment level is higher than for the rest of the population.[26]

B. City Government -- Santa Fe is organized under a council-manager form of government. The City Council appoints the Library Board from the Women's Board of Trade; the Board, in turn, appoints the City Librarian. Two members of the five-member board are Mexican American. The City Librarian is responsible for the organization and operation of the library. Included in his duties are the preparation and presentation of the annual library budget to the Board for preliminary approval before it is submitted to the City Council.

C. Public Library System -- The Santa Fe library has five divisions which operate in the library: Reference, Cataloguing, Circulation, Extension, and Children's Services. For location of library, see Figure 2.1-26. In addition to the library, there is a bookmobile service which operates on scheduled routes in the city and county. The bookmobile makes two appearances per month at each of the six major shopping centers in Santa Fe. It also makes bi-monthly appearances in nine towns in the county.

The State Library has statutory authority to develop a comprehensive statewide program and to exercise general library leadership.[27] The State Library disburses funds for state and federal grants to public libraries. The Santa Fe library requested and received a $700 grant from the State Library; this grant is being used to augment the juvenile collection. The State Library also maintains a large collection of audio-visual materials for use by libraries throughout the state.

1. Staff -- The Santa Fe public library employes a staff of 24 persons, four of whom hold M.L.S. degrees, and three of whom hold bachelor's degrees. Twelve of the staff members are Mexican Americans, and of these, 11 are subprofessionals. The twelfth has some college education and operates the bookmobile.

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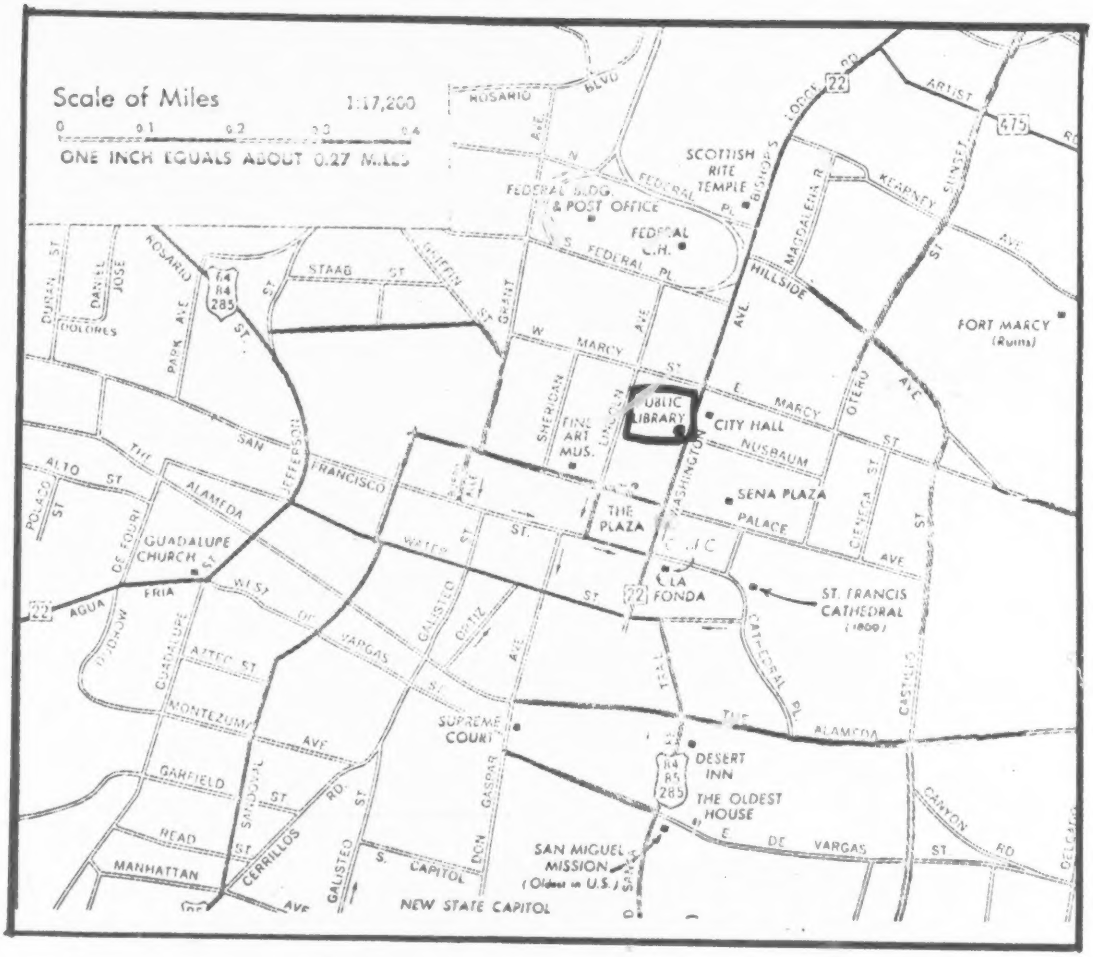
[25] Information provided by the New Mexico State Employment Service.

[26] Information supplied by the Santa Fe Department of Planning.

[27] According to information supplied by Dr. Kenneth E. Beasley.

FIGURE 2.1-26 SANTA FE: LOCATION OF LIBRARY


Scale of Miles
1:17,200
0
.1
.2
.3
.4
ONE INCH EQUALS ABOUT 0.27 MILES
PUBLIC LIBRARY
CITY HALL
SCOTTISH RITE TEMPLE
FEDERAL BLDG. & POST OFFICE
FEDERAL C.H.
FINE ART MUS.
THE PLAZA
SENA PLAZA
LA FONDA
ST. FRANCIS CATHEDRAL (1869)
FORT MARCY (Ruins)
GUADALUPE CHURCH
SUPREME COURT
DESERT INN
THE OLDEST HOUSE
SAN MIGUEL MISSION (Oldest in U.S.)
NEW STATE CAPITOL
E. MARCY ST.
W. MARCY ST.
SAN FRANCISCO
WASHINGTON AVE.
LINCOLN AVE.
PALACE AVE.
NUSBAUM
WATER ST.
ALAMEDA
AGUA FRIA
DE VARGAS
CERRILLOS RD.
GALISTEO ST.
OLD SANTA FE TRAIL
BISHOP'S LODGE RD.
HILLSIDE AVE.
JEFFERSON ST.
GUADALUPE ST.
MANHATTAN AVE.
CANYON RD.
22
475
84
285

78

There is neither a formal recruitment program nor a special training program for Mexican Americans. Job advancement within the library system is fairly limited due to the size of the staff.

2. Budget -- The library budget for fiscal year 1970-71 was $139,830. Seventy-five percent, or $104,874, was used for salaries and 11 percent, or $16,753, was spent for materials. The remainder was allocated for operating expenses. The library's annual budget is derived solely from the city's funds.

The Santa Fe library budget for fiscal years 1969-1972 is presented along with other major city expenses in Figure 2.1-26a.

3. Library Materials -- The Santa Fe library collection totals 67,099 volumes, with an estimated 1,000 volumes in Spanish.[28] The bookmobile collection numbers approximately 3,000 volumes with 50 in Spanish. Additional Spanish books are being added to both collections at the rate of 50-75 per year.

There are fewer than 100 audio-visual items in the library. Since the State Library's collection of audio-visual materials (approximately five percent in Spanish) is easily accessible, the Santa Fe library has not built up its own collection.

All materials are selected and ordered by the head librarian and reference librarian.

4. Maintenance and New Construction -- Since the Santa Fe public library has not requested funds for new construction expenditures, and such expenditures are not reflected in the library's budget.

However, the Model Cities Agency of Santa Fe is currently developing a potential library reform program for the Santa Fe Public Library, specifically for the Model Cities Neighborhood. When a formal proposal has been submitted and approved, funds would provide for a referral center, with all of the city's social agencies cooperating; cooperative programs with such agencies as Day Care to include special programs and training in use of library resources; cultural and recreational materials; the establishment of library services in "people-gathering" places such as day care and youth centers, nursing homes, etc.; and a research center utilizing audio-visual materials. Initial cost of the program is $100,000 for the first year.

D. Public School Libraries -- Santa Fe has 16 elementary schools, one mid-high school (grade 9), four junior high schools, and one senior high school. All except one elementary school have libraries.

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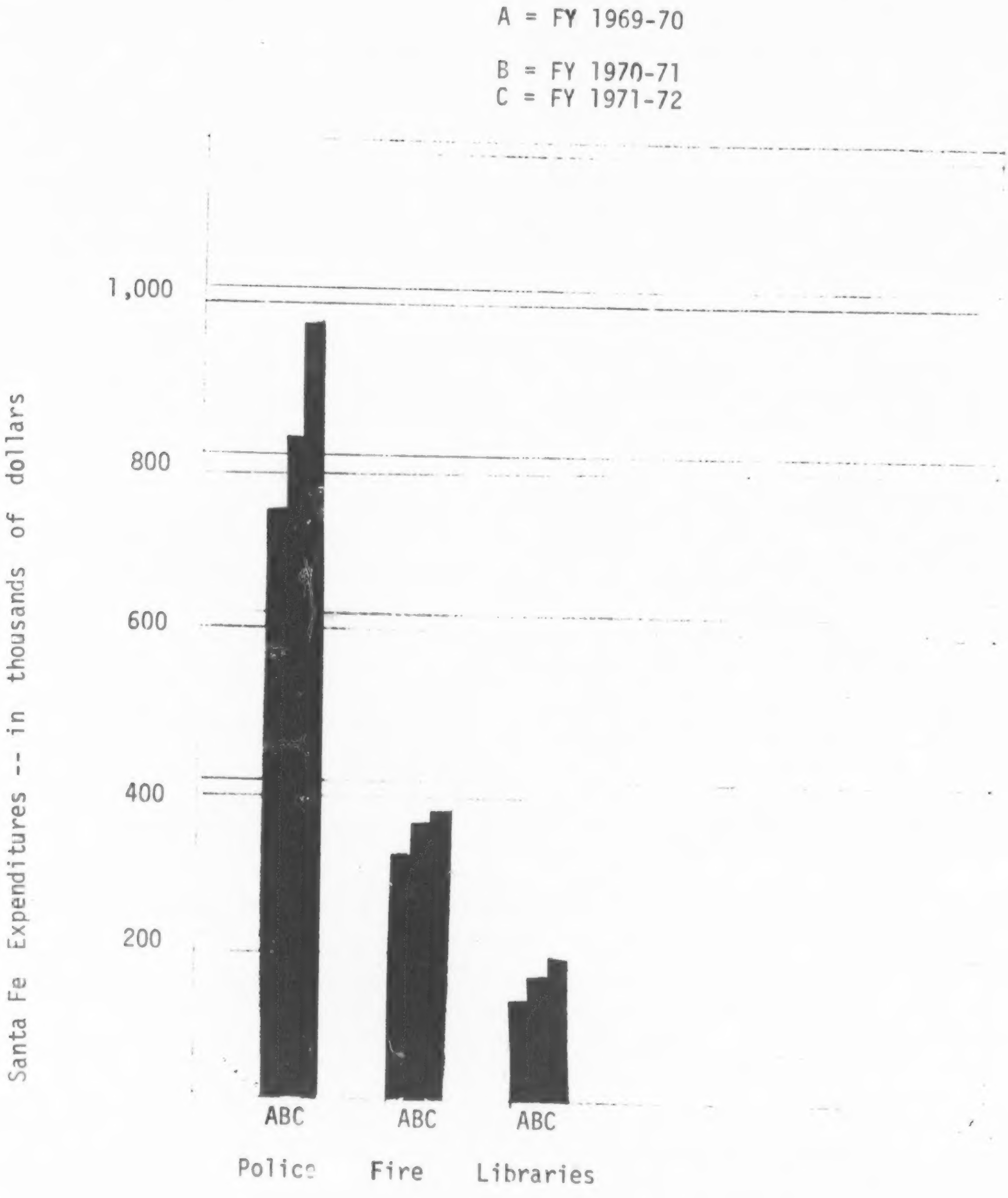
[28] Information provided by library personnel, Santa Fe Public Library.

FIGURE 3.1-26a SANTA FE: CITY EXPENDITURES



A discussion of two of the junior high school libraries is included in this section as an example of the type of services offered in Santa Fe.

Neither of the two libraries surveyed reported a special recruitment or job advancement for Spanish speaking staff members. The two libraries have a total of 12,988 volumes, 358 of which are in Spanish; a total of 107 periodical subscriptions with one subscription in Spanish are also in the libraries. With the exception of Spanish language laboratory tapes, virtually no nonprint media materials are available in Spanish. Neither library report the use of paid part-time aides from the Spanish speaking community; no recreational programs were reported by the libraries.

E. Community and Junior Colleges

There are no community or junior colleges listed for Santa Fe in the 1972 Junior College Directory.[25] A discussion of resources available in New Mexico institutions is included in the section of this report on community and junior colleges.

There are two private colleges in Santa Fe; use of libraries at these institutions is limited to staff and students.

2.1.9 EL PASO

A. Demography -- El Paso is the 46th ranking city in the nation with a population of 322,261. This figure represents an increase of 16.5 percent since 1960.

In a study conducted by the El Paso Department of Planning and Research, December 15, 1971, it was found that Spanish surnamed Americans comprise 58.4 percent of the population, which is an increase of eight percent since 1960. Anglo Americans comprise 37.9 percent, Blacks comprise 3.0 percent, Orientals comprise .5 percent, and American Indians comprise .2 percent.[26]

Figure 2.1-27 presents the areas which have predominantly Mexican American populations.

The Mexican American population in El Paso is generally stable, i.e., strong cultural ties which the Mexican American community has with northern Mexico and the lack of sufficient training of adults and

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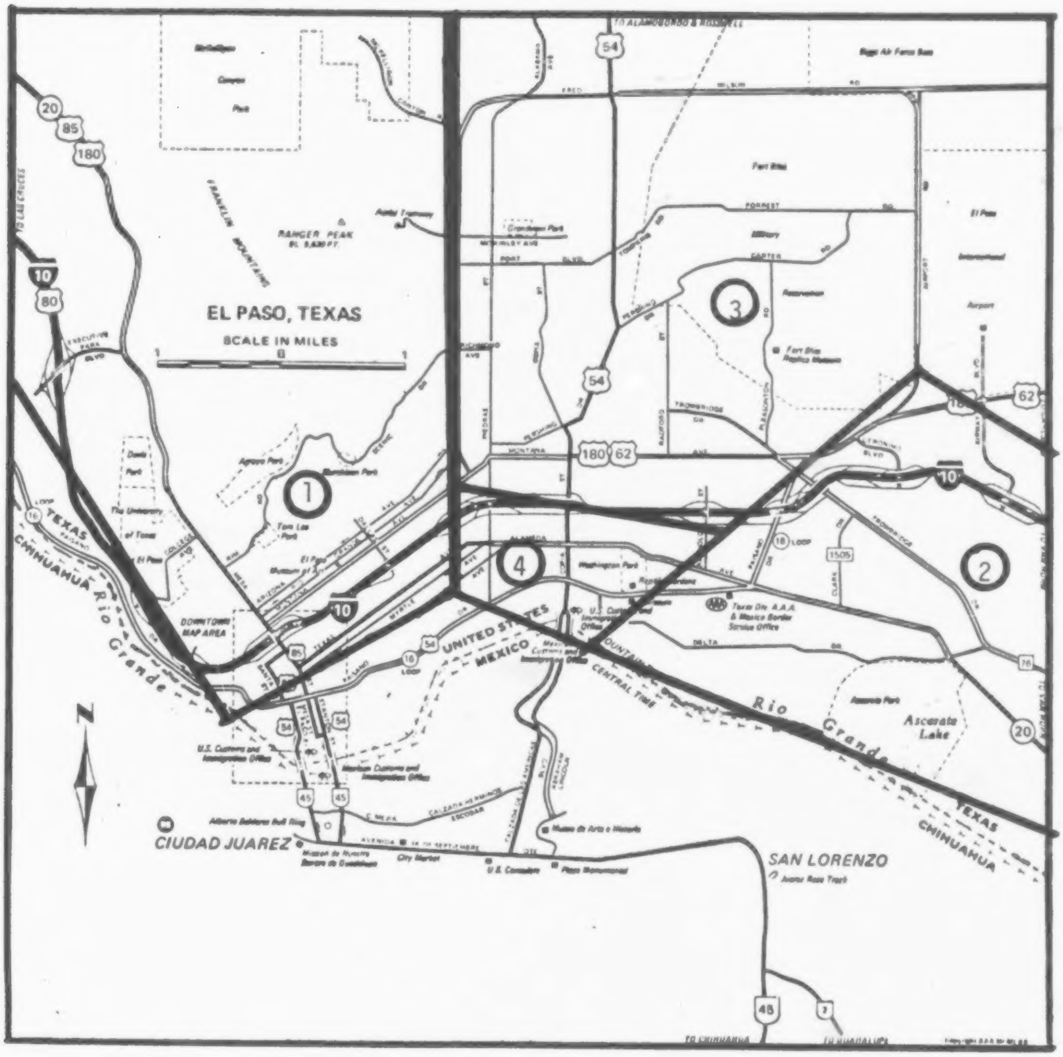
[25] American Association of Junior Colleges, op. cit., p. 54.

[26] City of El paso, Department of Planning and Research. "Ethnic Composition of the City of El Paso," (based upon a survey of its public schools), December 15, 1971.

FIGURE 2.1-27 EL PASO: PRIMARY POPULATION AREAS


EL PASO, TEXAS
SCALE IN MILES
1
0
1
RANGER PEAK
FRANKLIN MOUNTAINS
TO ALAMOGORDO & ROSWELL
1
2
3
4
UNITED STATES
MEXICO
TEXAS
CHIHUAHUA
Rio Grande
CIUDAD JUAREZ
SAN LORENZO
Ascarate Lake
N
10
54
180
62
20
85
80
45
TO CHIHUAHUA
TO GUADALUPE

#1 Anglo American Area (Middle to Upper Income)
#2 Mexican American Area (Low to Poverty Level Income)
#3 Mixed Mexican American/Anglo American Area (Middle Income)
#4 Mexican American Area (Low to Poverty Level Income)

young people living in the barrios do not encourage emigration.[27]

El Paso's significant growth in population is attributable to several factors: immigration from Mexico, growth of the military establishment, growth of light industry, and the development of El Paso as a large retail and wholesale trade center for west Texas, southern New Mexico, and northern Chihuahua, and the growth of a considerable tourist trade.

In addition, the garmet industry and several refineries and steel mills offer implyment in El Paso. Agriculture is a significant but declining force in the areas outside the city.

The El Paso areas have a total civilian labor force of 127,700. Currently, 4.9 percent of this number is unemployed.[28] There are no recent statistics on the number of Spanish surnamed Americans in industry, but many are found in federal and general retail employment and in the garment industry.[29]

In a study conducted by the Equal Employment Opportunity Commission in 1969, the city of El Paso (exclusively) had a labor force of 43,877, of which 24,384 were Mexican Americans. 13.6 percent of these workers held white collar jobs. However, of those holding white collar jobs, 35.2 percent were clerical and office workers, 45.5 percent were salesworkers, 12.5 percent were officials and managers, and less than six percent were professionals and technicians. There were 12,975 blue collar workers and 1,308 were service workers. The remainder of the labor force held government jobs.[30]

B. City Government -- El Paso has a mayor-council form of government, with a home rule charter. The four councilmen are elected at large for two-year terms. The mayor is the fifth councilman and presiding member of the council, and serves a two-year term. Councilmen traditionally have run and been elected for specific posts: Fire-Police, Finance-Personnel, Utilities-Service, and Recreation-Parks.

Currently there are two Spanish surnamed councilmen. In the last ten years, there has been at least one councilman who is Spanish surnamed in each term. During this same period, there was one Spanish surnamed mayor, who served one term.

The highest library link to the city government is the Library

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[27] Dr. Kenneth E. Beasley, General Notes on El Paso, December, 1971.

[28] Texas Employment Commission, Report on the El Paso Areas, November, 1971.

[29] Beasley, op. cit.

[30] Equal Employment Opportunity Commission, op. cit.

Board, which is comprised of members of the locally authorized, El Paso Library Association. Board Members are elected by the Association and must be members of the Association. There are no Mexican American Board members. There is a special employee who is Mexican American, whose responsibility is to develop outreach programs for the Spanish speaking community. However, at this time, the library does not have funds to implement such programs. The library Board has jurisdiction over matters of budget and policy-making and authorizes the City Library to oversee the operation of the library system. The City Librarian is directly responsible to the Board, and has as one of his duties the preparation of the annual library budget which is presented to the Board for preliminary approval before it is sent to the council.

C. Public Library System -- The El Paso library system is organized into six divisions: circulation, documents, reference, juvenile, special services, and administration. These divisions operate in the central library and six branches. Locations of the central library and branches are presented in Figure 2.1-28.

El Paso's two bookmobiles make 18 stops at various locations throughout the city, with a third bookmobile scheduled to begin operation later in the year with the help of Library Services and Construction Act funds. The two operating bookmobiles have many areas to cover, and are consequently restricted to offering general collections, rather than specialized collections for each area that the bookmobile visits. The bookmobiles are supplied by and originate from the central library.[31] The bookmobiles make regular stops in the areas of Mexican American concentration, and spend from one and one-half to three and one-half hours at each location.

The El Paso Public Library has served as the Major Resource Center for the Trans-Pecos Region since its designation in 1965. This region includes 10 counties and an area of 32,000 square miles. Designation of the library system by the Texas State Library as a resource center carries with it the responsibility of improving library services in all areas of the Trans-Pecos Region. As the major resource center, the El Paso library must make all other member libraries aware of the materials available for interlibrary loan. The El Paso system has established a reference list and purchased materials through LSCA Title I funds.

All applications for federal, state, and local funding and for school-linked programs proceed through the administrative section of the library organization ofter consultation with the librarians.

1. Staff -- The El Paso library employs a staff of 85 persons, 18 of whom are professional librarians. Four of these are Mexican

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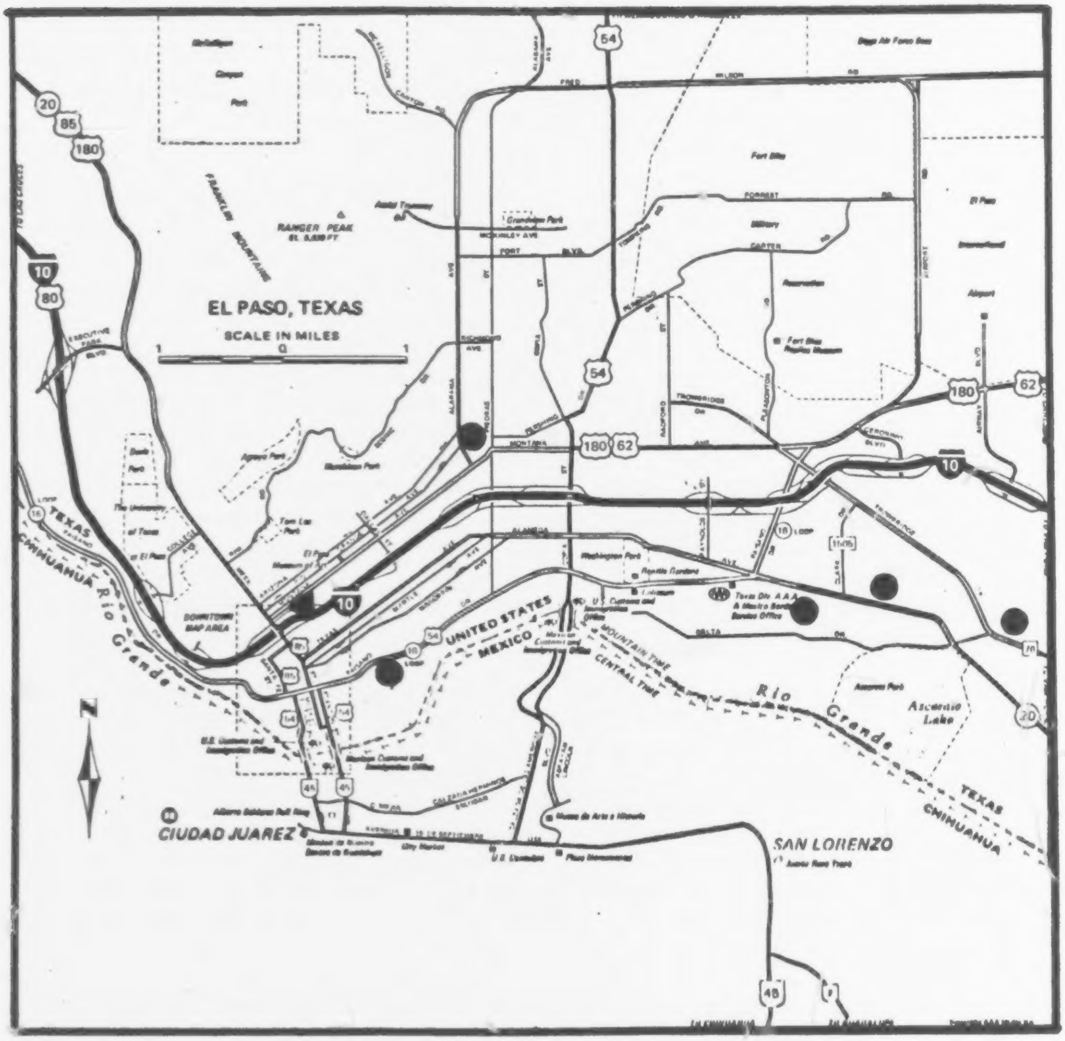
[31] Robert E. Alexander, for the Department of Planning, El Paso Libraries, El Paso, 1967, p.3.

FIGURE 2.1-28 EL PASO: LOCATION OF LIBRARIES


EL PASO, TEXAS
SCALE IN MILES
RANGER PEAK
FRANKLIN MOUNTAINS
Fort Bliss
El Paso International Airport
UNITED STATES
MEXICO
MOUNTAIN TIME
CENTRAL TIME
TEXAS
CHIHUAHUA
Rio Grande
Ascension Lake
CIUDAD JUAREZ
SAN LORENZO
DOWNTOWN MAP AREA
N
10
54
180
62
20
80
85
45

▲ Main Library

● Branch Libraries

Americans. Another six hold semi-professional positions.

The El Paso library system has recently initiated an employment recruitment program for Mexican Americans in order to develop special services for the Spanish speaking community. The director of this program, who is a Mexican American, holds an M.L.S. degree. Further expansion of the program is being limited by the lack of funding.

2. Budget -- The library's annual budget for 1971 is $701,530. Salaries and wages account for 71.2 percent ($500,085) of this amount; nine percent ($62,045) is allocated for operating expenses; and 19.8 percent ($139,400) is utilized for capital expenses. Materials, including books and a small number of pictures and records accounts for $120,000 of the capital expenses allottment (or, 17% of the total budget).

The library budgetary system is not set up to net out the amount for community programs, nor is there any way to determine what percent of the budget goes to Mexican American areas since the main library and three branches are located in Mexican American areas, and visual inspection shows a high Mexican American usage, particularly school age children. Another factor is that high school students and young adults prefer material in English since this is currently their reading language. Hence, some of the English material must be charged off to Mexican American service.[32]

3. Library Materials -- The El Paso library collection totals 355,000 volumes and 945 periodical subscriptions, with approximately 15,000 volumes and 25 periodicals subscriptions in Spanish. The library has a very small audio-visual collection, with 1,477 records in English and 77 in Spanish. All materials are selected by the professionals in the system and ordered by the business department. One special professional employee who is Mexican American aids in materials selection.

4. Maintenance and New Construction -- No funds have been allocated for new construction for this fiscal year and none are expected within the next two years, since a bond program would have had to have been passed in order to make funds available. However, a capital improvement plan has been approved for expansion of the central library and branches.

D. Public School Libraries -- Public school libraries in El Paso fall under the jurisdiction of their respective districts; two districts are included in this discussion: the Ysleta Independent School District and the El Paso Independent School District.

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[32] Beasley, op. cit.

1. Ysleta Independept School District -- The Ysleta Independent School District has 24 elementary schools and four senior high schools. A steady growth in enrollment in the mid-1960's forced the conversion of library rooms into classrooms, and relegated library materials to be circulated on bookcarts. However, there are three elementary schools which have their own libraries. A central library which had been established prior to the change from libraries to bookcarts has the responsibility of organizing and coordinating interlibrary services throughout the school district.

The central library service employs 29 persons, four of whom hold M.L.S. degrees. These librarians are assigned to two senior high schools. All materials are selected, ordered, and processed by the librarians or library clerks.[32]

2. El Paso Independent School District -- The student population served by the El Paso Independent School District is 61,981. Fifty-three percent of these students are Spanish speaking. The Office of Library Services reports that there are 34 school librarians in the fyftem, with two of these librarians Spanish speaking. There are no Spanish surnamed librarians. Seven of 26 supportive staff members are Spanish speaking and Spanish surnamed.

The district's total budget for the fiscal year 1970-1971 for library and audio-visual materials was $262,300.00. Figures were not available on the percentage of these funds to be spent on Spanish language materials. The book collection for the schools totals 440,700 titles; of these, less than 1% are in Spanish. The Office of Library Services feels that the print and nonprint collection of materials relates to the students' curriculum and personal needs satisfactorily. The Office also feels that there are other neess for the Spanish speaking students in library services. Among those needs are increased facilities, more Spanish language materials, increased service hours, and academic and recreational summer programs.

The district has funds to begin construction of one new library within the next two years.

The district has in-service training programs to enable faculty and library staff members to understand and cope with the unique information and library needs of the Spanish speaking. The Office of Library Services is developing a filmstrip in Spanish and English on library resources of the El Paso area. The educational system has a community advisory board from the Spanish speaking communities.

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[32] Mrs. Laura Thoman and Donald D. Foos, Library Resources in the Trans-Pecos Region, December 1966, El Paso, pp.72-74.

2.1.10 SAN ANTONIO

A. Demography -- San Antonio is the third largest city in Texas and the fifteenth largest city in the nation with a population of 654,153. This figure represents an increase of 11 percent since 1960. Although it is the third ranking city in population in Texas, San Antonio has the highest population density in the state, with approximately 3,270 people per square mile (the total area of San Antonio is 148 square miles).

Of the 654,153 residents of San Antonio, 41.45 percent[33] are Mexican American, 51.19 percent are Anglo American, and 7.6 percent are Black.[34]

San Antonio has a working force of approximately 309,100. Of these, 5.5 percent are unemployed. A great number of those unemployed are recent arrivals to the city who have migrated from southern rural areas in hopes of finding work in a large industrial center. Unfortunately, for the most part these people have been unable to find work and have contributed to the rise of the percentage of unemployed to 5.5 percent.

The city is divided into five primary areas as shown in Figure 2.1-29. These areas include the main business district, an Anglo American upper income area, a Mexican Anglo American middle income area, a low to poverty level income area of predominantly Mexican American population, and a low to poverty level income area of predominantly Mexican American population, and a low to poverty level income area of predominantly Black population.

B. City Government -- San Antonio is organized under a council-manager form of government. The nine member council has as its primary duty the establishment of city policy to be administered by the Mayor and the city manager. The City Council has the responsibility to appoint nine electors of Bexar County as members of the Board of Trustees of the San Antonio Library. Of the nine members of the Board of Trustees, none is Mexican American.

C. Public Library System -- The Board of Trustees of the San Antonio Library has the responsibility, according to the city charter, to appoint and remove all employees of the library, subject to civil service provisions in the city's charter. It is also their responsibility to submit an annual budget estimate to the City Council.

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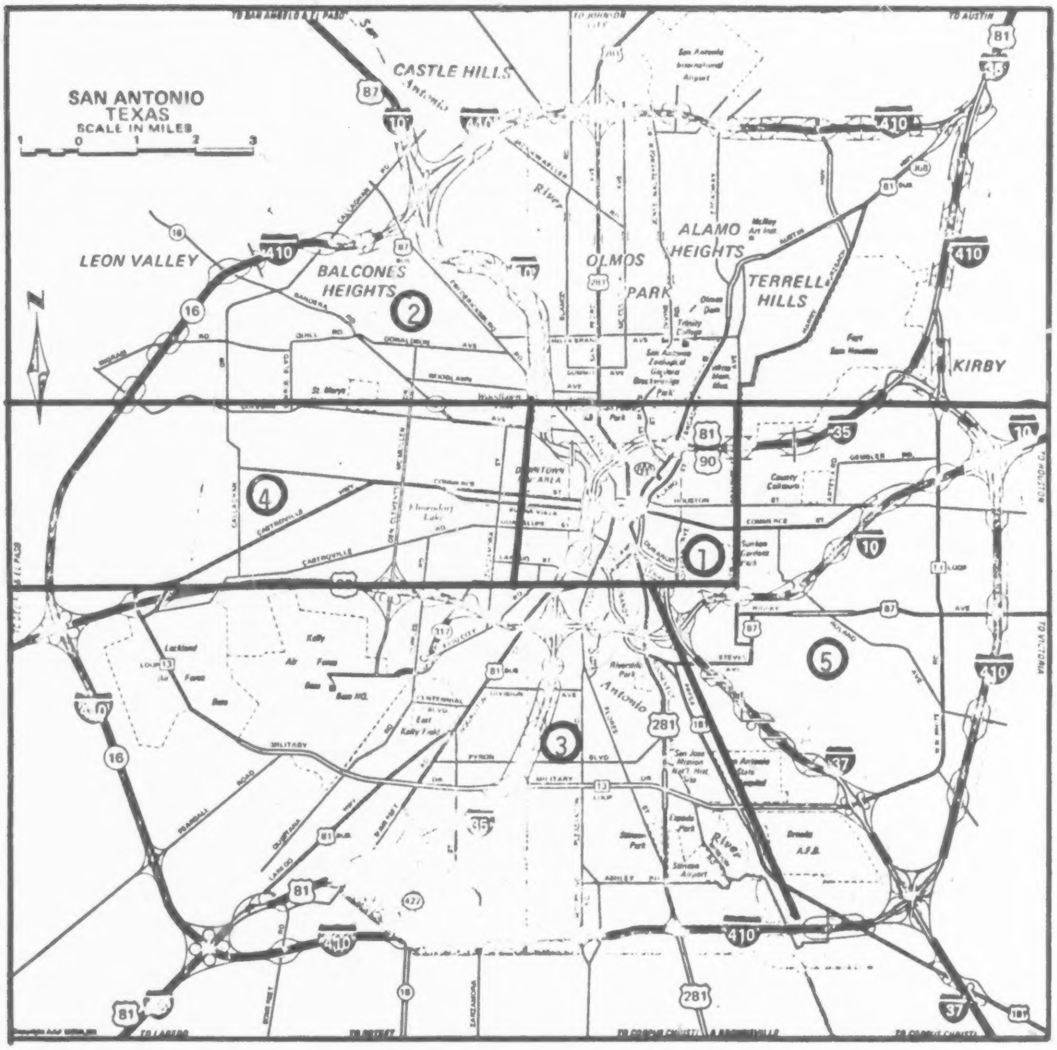
[33] These figures were provided by the Department of Comprehensive Planning, City of San Antonio.

[34] The percent of Black Americans in San Antonio represents the only statistic available from the U.S. Bureau of the Census for the 1970 Census.

FIGURE 2.1-29 SAN ANTONIO: PRIMARY POPULATION AREAS


SAN ANTONIO
TEXAS
SCALE IN MILES
1 0 1 2 3
N
CASTLE HILLS
LEON VALLEY
BALCONES HEIGHTS
ALAMO HEIGHTS
OLMOS PARK
TERRELL HILLS
KIRBY
DOWNTOWN AREA
San Antonio International Airport
Fort Sam Houston
County Coliseum
Lackland Air Force Base
Kelly Air Force Base
Brooks A.F.B.
Stinson Airport
San Antonio River
TO AUSTIN
TO VICTORIA
TO HOUSTON
TO LAREDO
TO CORPUS CHRISTI
①
②
③
④
⑤
410
10
35
37
81
87
90
281
16
13

#1 Main Business District

#2 Anglo American Area (Upper Income)

#3 Mixed Mexican-Anglo American Area (Middle Income)

#4 Mexican American Area (Low to Poverty Level Income)

#5 Black Area (Low to Poverty Level Income)

Budget requests originate in the various departments of the library system. All are subject to approval by the Library Director, who prepares the final budget request for the system and presents it to the library Board of Trustees who in turn present it to the City Council. Figure 2.1-30 presents an organization chart showing the library authority and procedural line-of-control from Library Director to branch and mobile units. According to the public library administration, the budget is based on service to 600,000 patrons.

There are ten libraries in the city of San Antonio. Included in this figure are the Main Library, the Library Annex (the original library building), eight branches, and six mobile units. Locations of these facilities are presented in Figure 2.1-31.

Bookmobiles are supplied with materials from the branches from which they originate. Each is stocked daily with consideration given to the interests of the people the bookmobile will serve. The five vehicles are assigned weekly or biweekly to routes in the city and county. Locations of stops make in the city are shown in Figure 2.1-31. Bookmobiles which make weekly stops spend approximately seven hours at each location, usually from 1:30 p.m. to 8:30 p.m. Bookmobiles which make biweekly appearances spend approximately two to three hours at each location.

The San Antonio library system serves as a resource center for libraries throughout the state. It is a prime source for locating materials which are otherwise inaccessible to small libraries.

This library also cooperates in the recently initiated Council of Research and Academic Libraries (CORAL). The Council is concerned with interlibrary loans and usage, and agreements have been reached among most libraries, but several problems have arisen which are preventing full operation of the system. Some of the problems which must be solved before the program can efficiently operate are discrimination against non-college personnel, the lack of a standard user charge, and the high library fees at some libraries. Until these problems are resolved, the system will remain impractical.

"Federal-Texas funds in the amount of $67,000 provided approximately $50,000 for the purchase of books for use on the San Antonio Public Library System and approximately $17,000 for extending the San Antonio Public Library resources into a 26-county area surrounding San Antonio."[35]

1. Staff -- The San Antonio library system employs 192 persons. Of these, 76 (39 percent) are Mexican American. All are employed in positions below the professional level, although five (2 percent)hold positions as supervisors.

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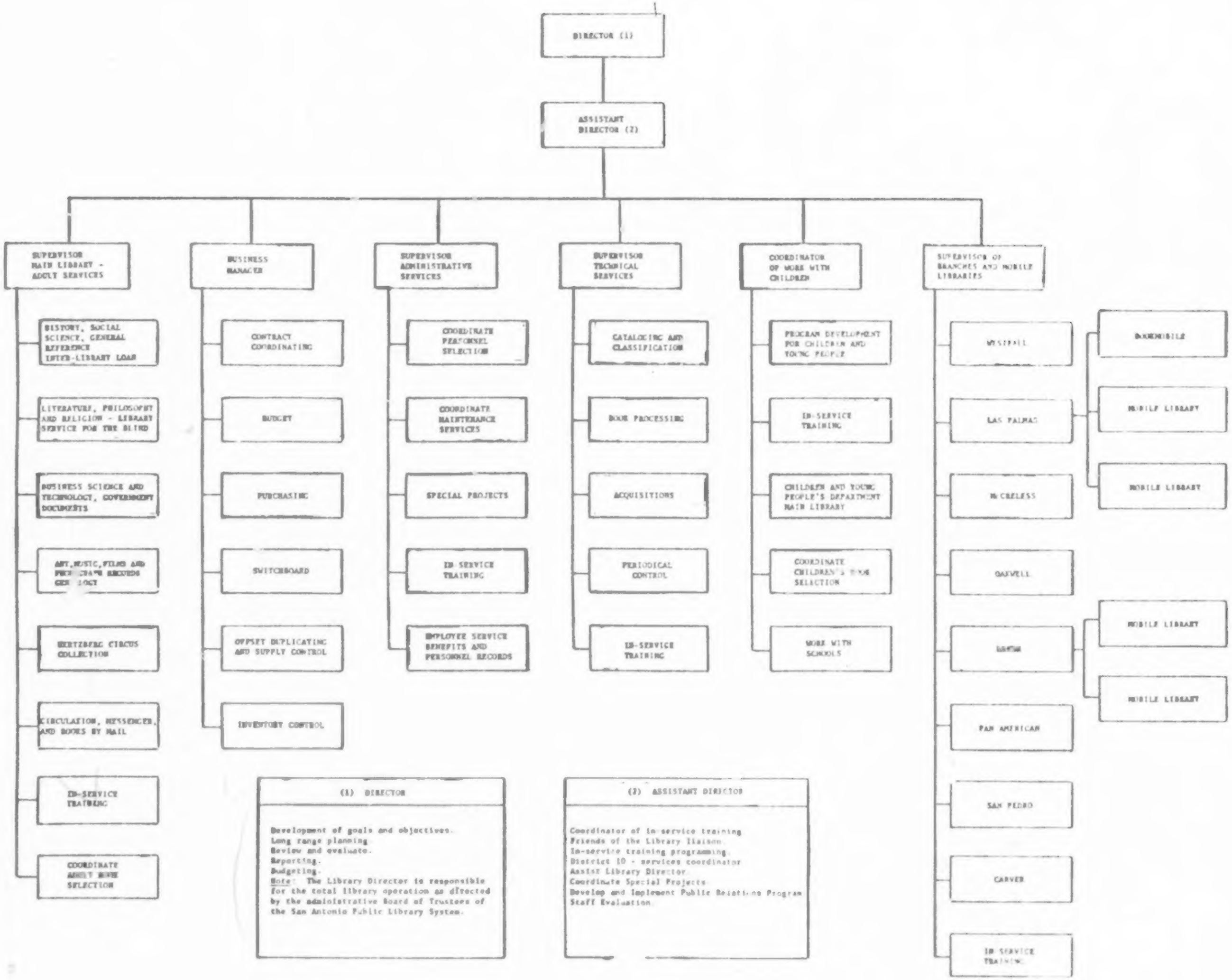
[35] San Antonio Public Library Board of Trustees, San Antonio Public Library, (San Antonio, Texas: SA PL Board of Trustees, 1971).

FIGURE 2.1-30 SAN ANTONIO: PUBLIC LIBRARY ORGANIZATION


DIRECTOR (1)
ASSISTANT DIRECTOR (2)
SUPERVISOR MAIN LIBRARY - ADULT SERVICES
HISTORY, SOCIAL SCIENCE, GENERAL REFERENCE INTER-LIBRARY LOAN
LITERATURE, PHILOSOPHY AND RELIGION - LIBRARY SERVICE FOR THE BLIND
BUSINESS SCIENCE AND TECHNOLOGY, GOVERNMENT DOCUMENTS
ART, MUSIC, FILMS AND PHONOGRAPH RECORDS GENEALOGY
HERTZBERG CIRCUS COLLECTION
CIRCULATION, MESSENGER, AND BOOKS BY MAIL
IN-SERVICE TRAINING
COORDINATE ADULT BOOK SELECTION
BUSINESS MANAGER
CONTRACT COORDINATING
BUDGET
PURCHASING
SWITCHBOARD
OFFSET DUPLICATING AND SUPPLY CONTROL
INVENTORY CONTROL
SUPERVISOR ADMINISTRATIVE SERVICES
COORDINATE PERSONNEL SELECTION
COORDINATE MAINTENANCE SERVICES
SPECIAL PROJECTS
IN-SERVICE TRAINING
EMPLOYEE SERVICE BENEFITS AND PERSONNEL RECORDS
SUPERVISOR TECHNICAL SERVICES
CATALOGING AND CLASSIFICATION
BOOK PROCESSING
ACQUISITIONS
PERIODICAL CONTROL
IN-SERVICE TRAINING
COORDINATOR OF WORK WITH CHILDREN
PROGRAM DEVELOPMENT FOR CHILDREN AND YOUNG PEOPLE
IN-SERVICE TRAINING
CHILDREN AND YOUNG PEOPLE'S DEPARTMENT MAIN LIBRARY
COORDINATE CHILDREN'S BOOK SELECTION
WORK WITH SCHOOLS
SUPERVISOR OF BRANCHES AND MOBILE LIBRARIES
WESTFALL
LAS PALMAS
McCRELESS
OAKWELL
BAZAN
PAN AMERICAN
SAN PEDRO
CARVER
IN SERVICE TRAINING
BOOKMOBILE
MOBILE LIBRARY
MOBILE LIBRARY
MOBILE LIBRARY
MOBILE LIBRARY

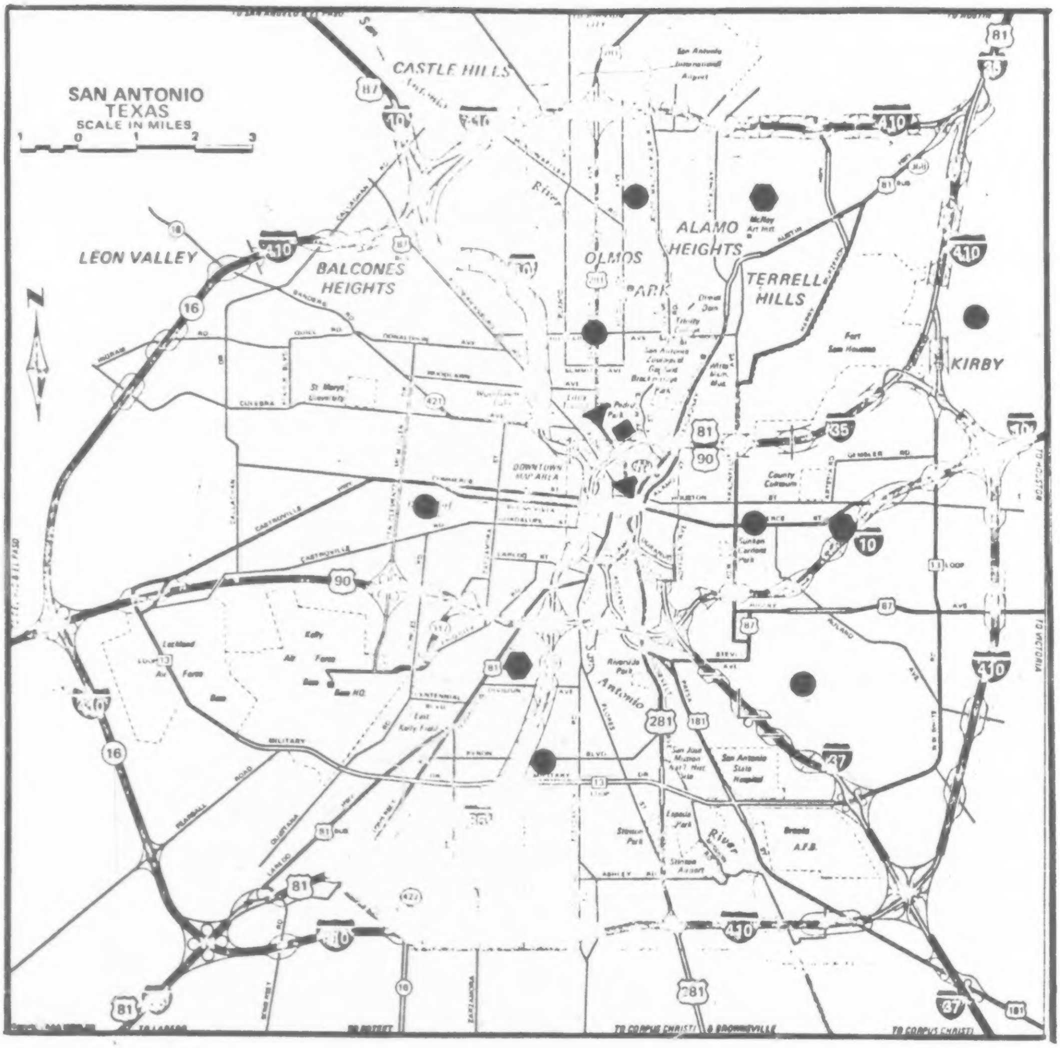
(1) DIRECTOR

Development of goals and objectives.
Long range planning.
Review and evaluate.
Reporting.
Budgeting.
Note: The Library Director is responsible for the total library operation as directed by the administrative Board of Trustees of the San Antonio Public Library System.

(2) ASSISTANT DIRECTOR

Coordinator of in-service training
Friends of the Library liaison
In-service training programming
District 10 - services coordinator
Assist Library Director
Coordinate Special Projects
Develop and Implement Public Relations Program
Staff Evaluation

FIGURE 2.1-31 SAN ANTONIO: LOCATION OF PUBLIC LIBRARIES


SAN ANTONIO
TEXAS
SCALE IN MILES
1 0 1 2 3
N
CASTLE HILLS
LEON VALLEY
BALCONES HEIGHTS
OLMOS PARK
ALAMO HEIGHTS
TERRELL HILLS
KIRBY
San Antonio International Airport
Fort Sam Houston
DOWNTOWN MAP AREA
County Coliseum
San Antonio River
Lackland Air Force Base
Kelly Air Force Base
Brooks A.F.B.
San Antonio State Hospital
Stinson Park
Espada Park
TO CORPUS CHRISTI & BROWNSVILLE
TO CORPUS CHRISTI
TO VICTORIA
TO HOUSTON
TO AUSTIN
410
281
81
87
90
10
35
37
16
13
181

▲ Main Library and Annex

● Branch Libraries

⬢ Weekly Bookmobile Stops

■ Bi-weekly Bookmobile Stops

2. Budget -- The San Antonio library system operates on its budget as approved by the City Council. The budgets for the years 1968-70 are shown in Figure 2.1-32, along with the relationship of this budget to other city expenses. The 1970-71 budget was $1,345 795. Of this total, $830,205 (61.5 percent) was spent on salaries. The next highest expenditure was on library materials, which comprised $26,000 (19.9 percent) of the total budget. The remaining $248,590 (18.4 percent) were utilized for all other operating expenditures.

The City of San Antonio received $109,263.00 from Bexar County for the services it receives from the San Antonio library mobile units.

It should be noted that San Antonio's library budget is about 36 percent of the amount recommended by the Public Library Association.

3. Library Materials -- There are presently 650,806 books in the San Antonio library system, 7,000 (one percent) of which are in Spanish. Although new books are continually being added to the collections, there are few requests for materials in Spanish; consequently, few of the new books are in Spanish. Of the periodicals collection, .03 percent are in Spanish; less than two percent of the nonprint materials are in Spanish.

Five percent ($19,000) of the library budget is allocated for maintenance and initiation of periodical subscriptions. No more than one percent of the total $19,000 is allotted for the purchase of Spanish periodicals.

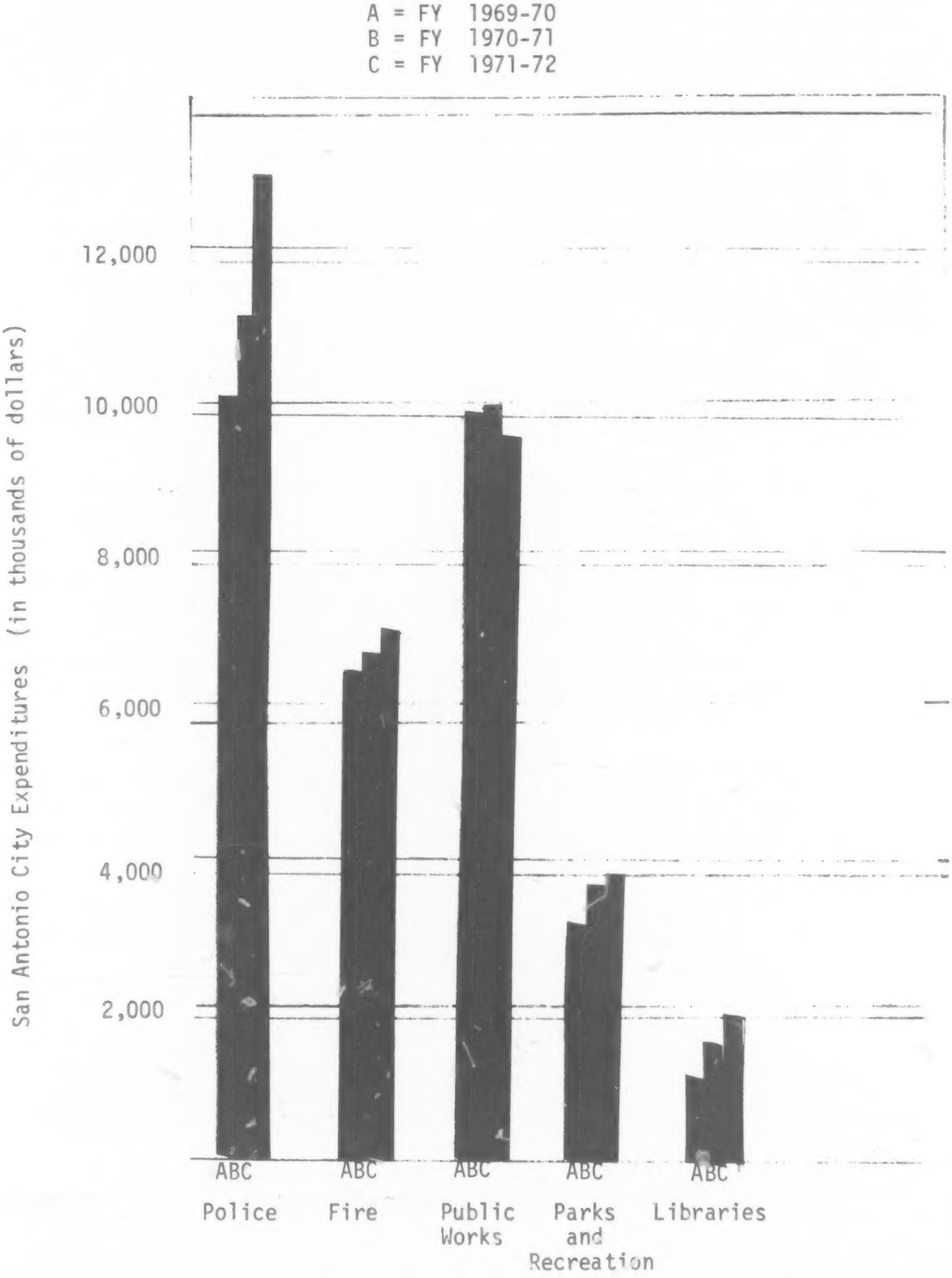
All materials are selected by the subject department heads and the branch librarians, one of whom is Spanish surnamed.

The San Antonio library system has several types of audio-visual materials for use in special programs: opaque and overhead projectors, a 16 millimeter sound movie projector, a 35 millimeter slide projector, carousels, films, phonograph records and earphones, and microfilm readers. These materials are distributed to the department heads who requisition additional materials from the Purchasing Department of the City of San Antonio, should the need arise.

4. Maintenance and New Construction -- In September, 1970, a $400,000 bond proposal was approved by the voters of San Antonio. The proceeds from the sale of these bonds will be utilized for the expansion of the Westfall Branch and construction of a new Carver Branch. Neither the expansion of the present Westfall facility not the construction and relocation of the Carver Branch will benefit the members of the Mexican American community, since few Mexican Americans live in the areas served by these libraries.

However, seven additional library branches are proposed for the San Antonio area. Locations of these facilities are assigned according to

FIGURE 2.1-32 SAN ANTONIO: CITY EXPENDITURES



the areas which have the greatest need for them and the greatest potential for use. Although they are not located immediately in the areas where Mexican American families reside, several of the facilities would be accessible to Mexican Americans, should the regular shift in population remain similar to the movement seen in the past decade.

D. School Libraries -- Included in this section is a discussion of 14 public school libraries in San Antonio: eight elementary schools, three junior high schools, and three senior high schools.

Five respondents indicated the librarian is Spanish surnamed; six librarians speak Spanish. Three respondents reported a recruitment program and two reported a special job advancement program for Spanish speaking staff.

The 14 schools report a total of 76,903 volumes; 427 of these are in Spanish. Periodicals subscriptions total 427 with 14 in Spanish. There is a fairly broad range of additional print and nonprint resources; the overwhelming majority of these are in English.

Three of the respondents provide service activities specially tailored to supply library and service information needed by the Spanish speaking. Only one respondent has conducted a survey to determine the information needs and library behavior of the Spanish speaking students. Eight librarians feel there are additional library service needs of the Spanish speaking that are not currently being met.

Five of the libraries utilize paid part-time aides from the Spanish speaking community; only four librarians reported being encouraged to attend institutes on library services to the Spanish speaking.

E. Community and Junior Colleges -- The San Antonio Junior College District includes St. Phillip's College, with an October, 1971, enrollment of 3,033, and San Antonio College, 16,059.[36] A discussion of resources available through these institutions is included in the section of this report on community and junior colleges.

Additionally, there are several four-year colleges and universities in the San Antonio area. For the most part, use of their library facilities is limited to the academic communities which they serve.

2.1.11 CRYSTAL CITY

A. Demography -- Crystal City is the largest town in Zavala County, with a population of 8,101. There has been a population decline of approximately 40 percent since the 1960 U.S. Census, which attributed to

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[35] American Association of Junior Colleges, op. cit., p.75.

ED 066 173

A SYSTEMS ANALYSIS OF SOUTHWESTERN SPANISH SPEAKING USERS AND NONUSERS OF LIBRARY AND INFORMATION SERVICES DEVELOPING CRITERIA TO DESIGN AN OPTIMAL MODEL CONCEPT. FINAL REPORT.

NATIONAL EDUCATION RESOURCES INST., INC., WASHINGTON, D.C. 30 JUN 72.
463P.

Crystal City a population of 10,000. This dramatic decrease in population is due to the substantial unemployment which the area has suffered in the past ten years. Crystal City currently has an unemployment rate of 11.9 percent, or 617 persons unemployed of a working force of 5,650.

Those people who have chosen to seek employment elsewhere have migrated to the larger cities, either to be retrained as industrial workers, or to join the ranks of the unemployed in the cities. Of those who have chosen to remain in the Crystal City area, 97-98 percent are Mexican American,and, like their counterparts who have moved to the city, their background is primarily in agricultural work, with little opportunity for retraining in Crystal City.

Crystal City is divided into four primary areas as shown in Figure 2.1-33. These areas include a middle income Anglo-American housing area, a middle income Mexican American housing area, a mixed Anglo-Mexican American housing area, and a low income housing area with primarily Mexican American population.

B. City Government -- Crystal City is organized under a council-manager form of government. In addition to administering city policy and overseeing the activities of the city departments, the city manager hires the city librarian. The city librarian is responsible for the operation of the library and reports to the city manager. All requests for library funds originate with the Library Director and are processed by the city budget department and sent to the city manager and council for approval.

C. Public Library System -- Crystal City has one library to serve its 8,101 residents. Library cards, which are valid for as long as the holder remains a resident of Zavala County, are held by 617 people. According to information provided by the Crystal City librarian, an estimated additional 400 use the library facilities. Approximately 95 percent of those holding borrower's cards are Spanish surnamed.

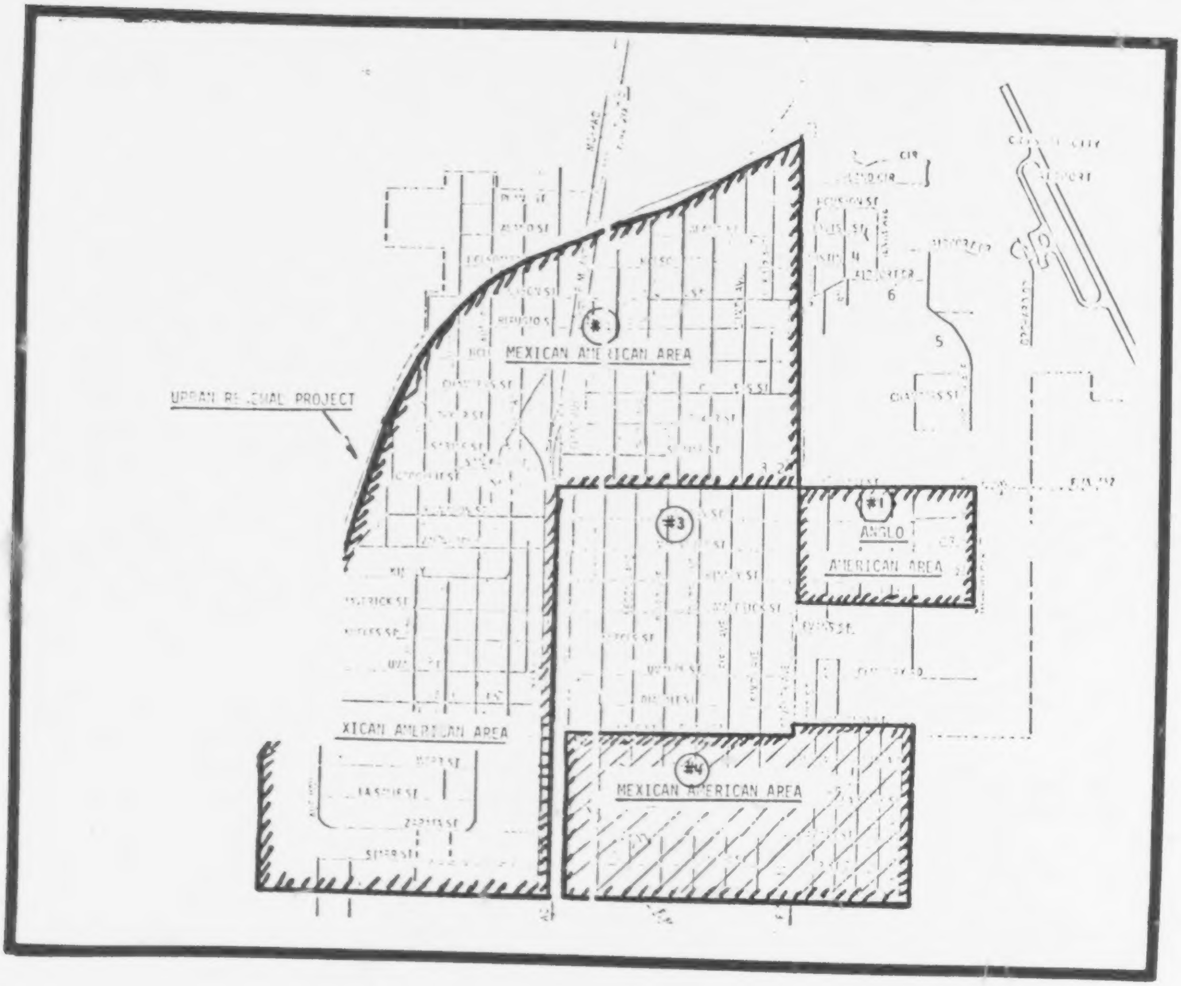
The Crystal City library board has five members; two are Mexican American, three are Anglo.

Bookmobile service is not provided in Zavala County, possibly because the Crystal City library system serves a relatively small population (approximately 10,000 in the county).

The Crystal City library system holds a usage and loan agreement with the Texas State Library, which enables the library to utilize and borrow books from libraries with larger and more varied collections.

When federal funds are available to local libraries for special programs, it is the responsibility of the Director to administer such programs. The library uses a Title I L.S.C.A. grant for increasing the library's general collection. Plans are also underway to increase

FIGURE 2.1-33 CRYSTAL CITY: PRIMARY POPULATION AREAS


URBAN RENEWAL PROJECT
#2
MEXICAN AMERICAN AREA
#3
#1
ANGLO AMERICAN AREA
MEXICAN AMERICAN AREA
#4
MEXICAN AMERICAN AREA
CRYSTAL CITY AIRPORT
5
6

#1 Anglo American Area (Middle Income)

#2 Mexican American Area (Middle Income)

#3 Mixed Mexican American and Anglo American Area (Middle to Low Income)

#4 Mexican American Area (Low Income)

the library's collection in bilingual materials.

1. Staff -- The Crystal City Library Department employs a Mexican American Library Director, an Assistant Director, and two part-time library aides. All employees under the position of Director are selected by the city manager, upon recommendation of the Library Director. Library aide positions are not professional, and are utilized as on-the-job training positions. With the exception of the Library Director, the library employees are Mexican American.

2. Budget -- The Crystal City library operates on an annual budget determined by the City Council. Budgets for the years 1969-72 are presented along with other major city expenses in Figure 2.1-34.

The Crystal City library budget for 1971-72 was $10,247. Of this amount, $7,340, or 73 percent, was utilized for salaries. There was no money allocated for new construction, and neither the library administration nor the City Council anticipates any new construction of library facilities. In the area of maintenance of the present facility, $1,310, or 13 percent was allotted for general upkeep. The allocation for acquisition of books and periodicals was $850, or seven percent.

The city provides 100 percent of the library's operating budget, but the library has received an additional allottment from the federal government, a $1,000 grant to be used for books and binding.

Of the total amount of library funds available, 97 percent is utilized in the Mexican American population area.

3. Library Materials -- The Crystal City Public Library has a collection of 6,072 books, 1,132 (18 percent) of which are in Spanish. The library also subscribes to 171 periodicals. Three of these subscriptions (one percent) are Spanish language publications. All library materials are selected and ordered by the Library Director. There are no visual aids available in the library. The Library Director is in the process of trying to identify sources of federal grants which would make funds available for acquisition of visual aids, toys, and games for school age children. The use of these materials would be primarily for the disadvantaged children of the community.

D. Public School Libraries -- There are six public schools in Crystal City. Figure 2.1-35 shows the locations of these schools and the location of the public library. Each of the six public schools has a library. The three elementary schools do not have librarians, but make use of library clerks or teachers. The librarian at the combination elementary/junior high school speaks no Spanish, while the librarians at the junior high school and at the senior high school are Spanish speaking.

FIGURE 2.1-34 CRYSTAL CITY: CITY EXPENDITURES

A = FY 1969-70
B = FY 1970-71
C = FY 1971-72

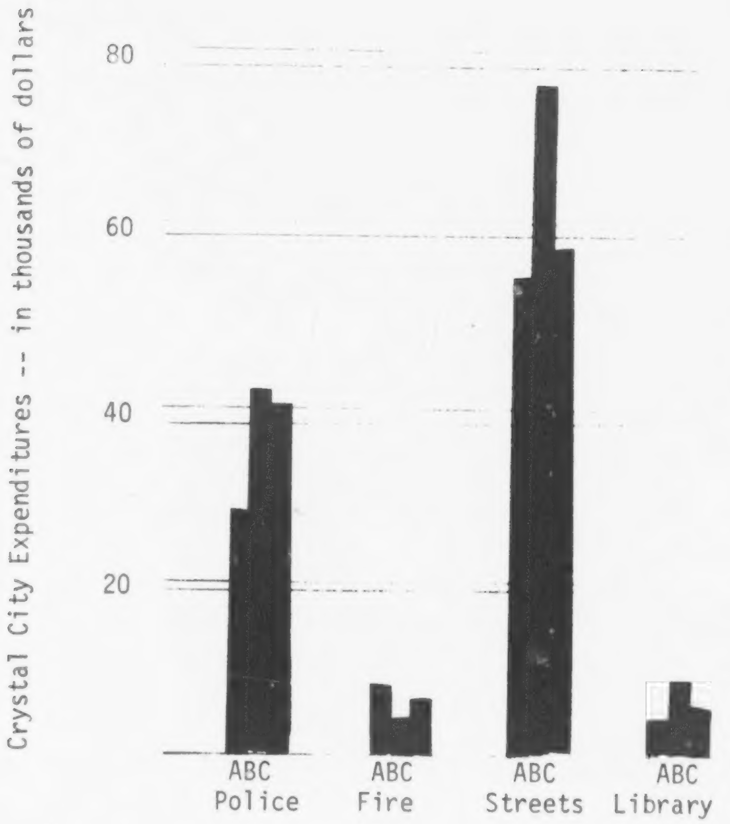
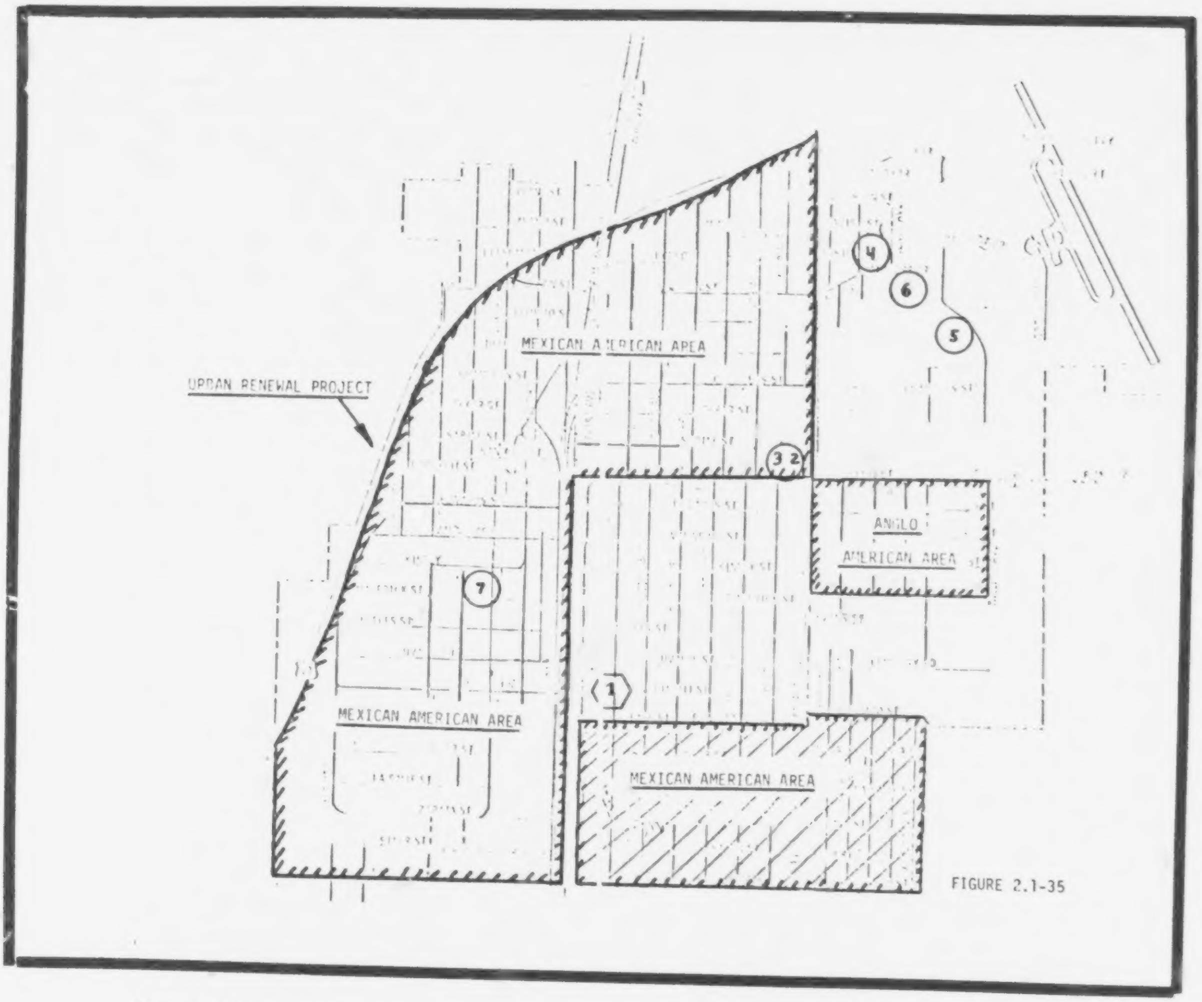


FIGURE 2.1-35 CRYSTAL CITY: LOCATION OF LIBRARIES


URBAN RENEWAL PROJECT
MEXICAN AMERICAN AREA
MEXICAN AMERICAN AREA
MEXICAN AMERICAN AREA
ANGLO AMERICAN AREA
1
2
3
4
5
6
7
FIGURE 2.1-35

#1 Public Library
#2 Senior High School
#3 Junior High School
#4 Airport #1 Elementary School

#5 Airport #2 Elementary School
#6 Zavala Elementary School
#7 Crystal City Elementary School

The senior high school library has a total book collection of 5,487 in English and 162 volumes in Spanish. Periodical subscription total 65, with one in Spanish. The library has a collection of 155 8 millimeter films; none are in Spanish. No games or other recreational equipment are available.

E. Community and Junior Colleges-- No institutions of higher education are located in Crystal City.

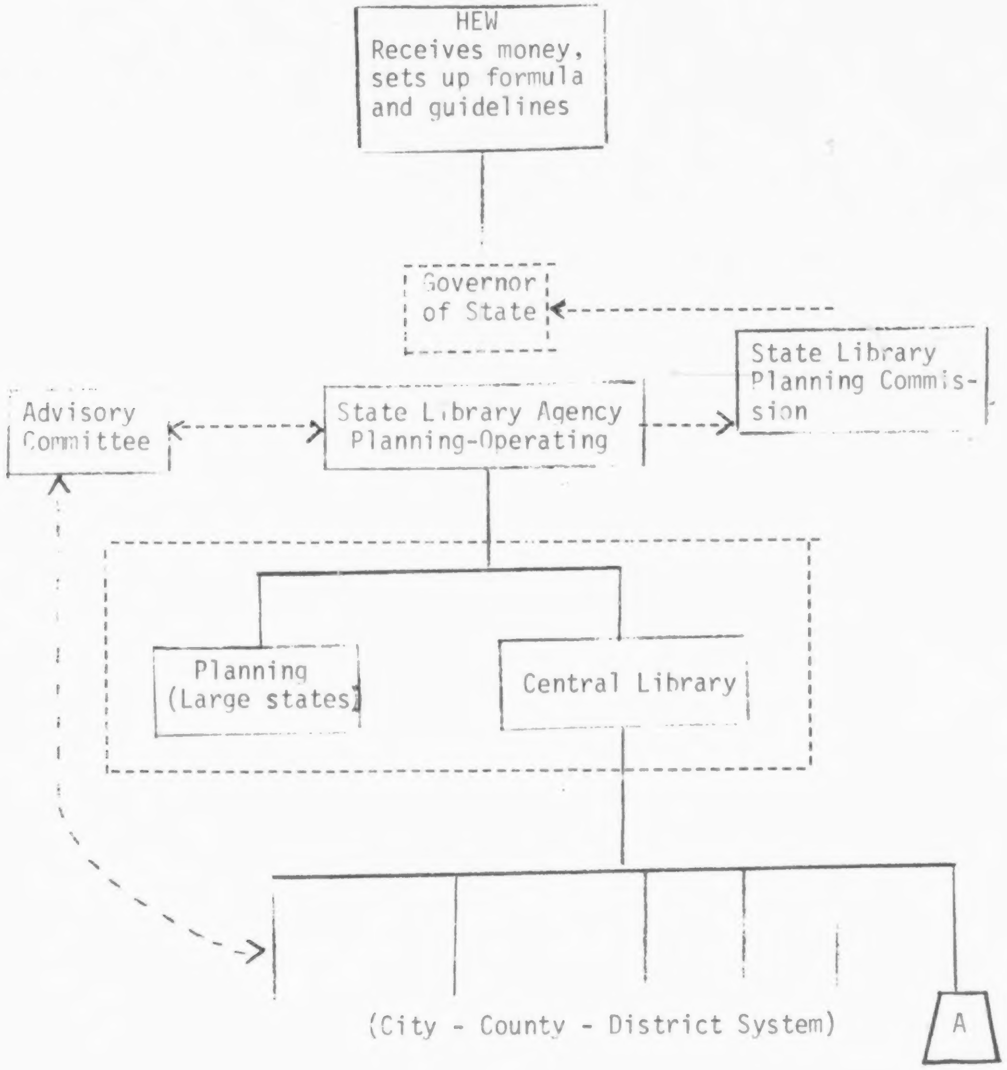
2.2 FEDERAL, STATE AND COMMUNITY POLITICAL INTERACTION

A review is given of the interchange of directives, plans, and monies between state and federal agencies to indicate the implementation methodology that is a vital forcing function of change within the library systems. It is given here to delineate the responsibilities of state and federal government agencies and to indicate the avenues that must be traveled to modify the library systems so that they are more responsive to the Mexican American community. This discussion of the political issue is necessary in order to emphasize the specific point that the Mexican Americans must assume part of the responsibility for changing the system as it now exists. They must make some of the demands and must be in a position to articulate them to the local library and, in some instances, to the state or the federal government. Equally, the Anglo decision makers and state officials are not precluded from determining the real priorities or needs of any of the Mexican American communities. They are obligated to recognize and fulfill the needs of this disadvantaged minority.

Figure 2.2-1 is a block diagram indicating the relationship of federal, state and local library responsibilities and the direction of flow of funds and concepts. It indicates how the aid derived from the Library Services Construction Act (LSCA) filters down to the city, county and district library systems. It shows that the federal money is received by the Department of Health, Education and Welfare (HEW) and is distributed to the states according to formulas which are set in the statute and then amplified by various rules and regulations. In addition, HEW establishes guidelines for the kinds of programs which it would like to see supported at the state level.

In order to be eligible for its share of the funding under LSCA, each state must prepare a detailed and comprehensive plan which shows the priorities and the general allocation among projects for which the funds will be spent. When it receives the federal funding, the state has considerable flexibility within the scope of the plan. The state plan can be amended at any time with the approval of HEW. HEW uses its field officers and representatives to visit the state on a regular basis and communicate to the state some of the latest thinking of the federal government in the proper use of federal funding.

FIGURE 2.2-1 FEDERAL, STATE AND LOCAL RESPONSIBILITY NETWORK


HEW
Receives money, sets up formula and guidelines
Governor of State
State Library Planning Commission
Advisory Committee
State Library Agency Planning-Operating
Planning (Large states)
Central Library
(City - County - District System)
A

The allocated money goes to the State Library Agency. Legally, it comes from the office of the Governor, but this is nearly always a routine matter. The legal issue is that state agencies are not allowed to receive and spend money from outside sources without approval of the state legislature and the Governor (usually in the form of an appropriation bill). The State Library Agency which is in nearly all instances a commission which includes the state librarian, is responsible for utilizing the federal funding. If, in addition, the state has state aid which is provided by the legislature, this is put in a combined fund, which the state agency may use as a total unit and try to maintain a balance in the programs regardless of whether the actual funding for city aid comes from state or federal funds.

The LSCA law requires that there be an advisory committee to be composed of both local librarinas and laymen. This advisory committee is responsible for the general recommendations on the state plan and reviews special projects if they are requested by the local libraries. The state librarian in a number of states uses the advisory committee as a political sounding board. In some of the states this advisory committee is appointed by the Governor so he can be involved and also to add significance to the group as a political unit. The advisory committee meets infrepuently with its agenda primarily that of approving or disapproving general plans, general proposals and allocations.

Within the State Library Agency there is usually one unit that is concerned with planning. If it is a large state, the unit is separate and there may be one or two staff people involved in the planning process who make recommendations to the state library which then refers the comments to the advisory committee. In medium size and smaller states which do not have sufficient employees or budget, the planning may be done by all the members of the staff collectively or in a unit called library development which is responsible for funding information.

Nearly all states have field representatives who are responsible for visiting local libraries on a regular basis in order to help them with local problems. They try to give particular attention to small towns and rural areas where there is not much access to professional knowledge. Their purpose is to assist the local libraries in starting new programs or innovative programs. They are also an enforcing arm for the state library in seeing that the federal and state funds are used properly.

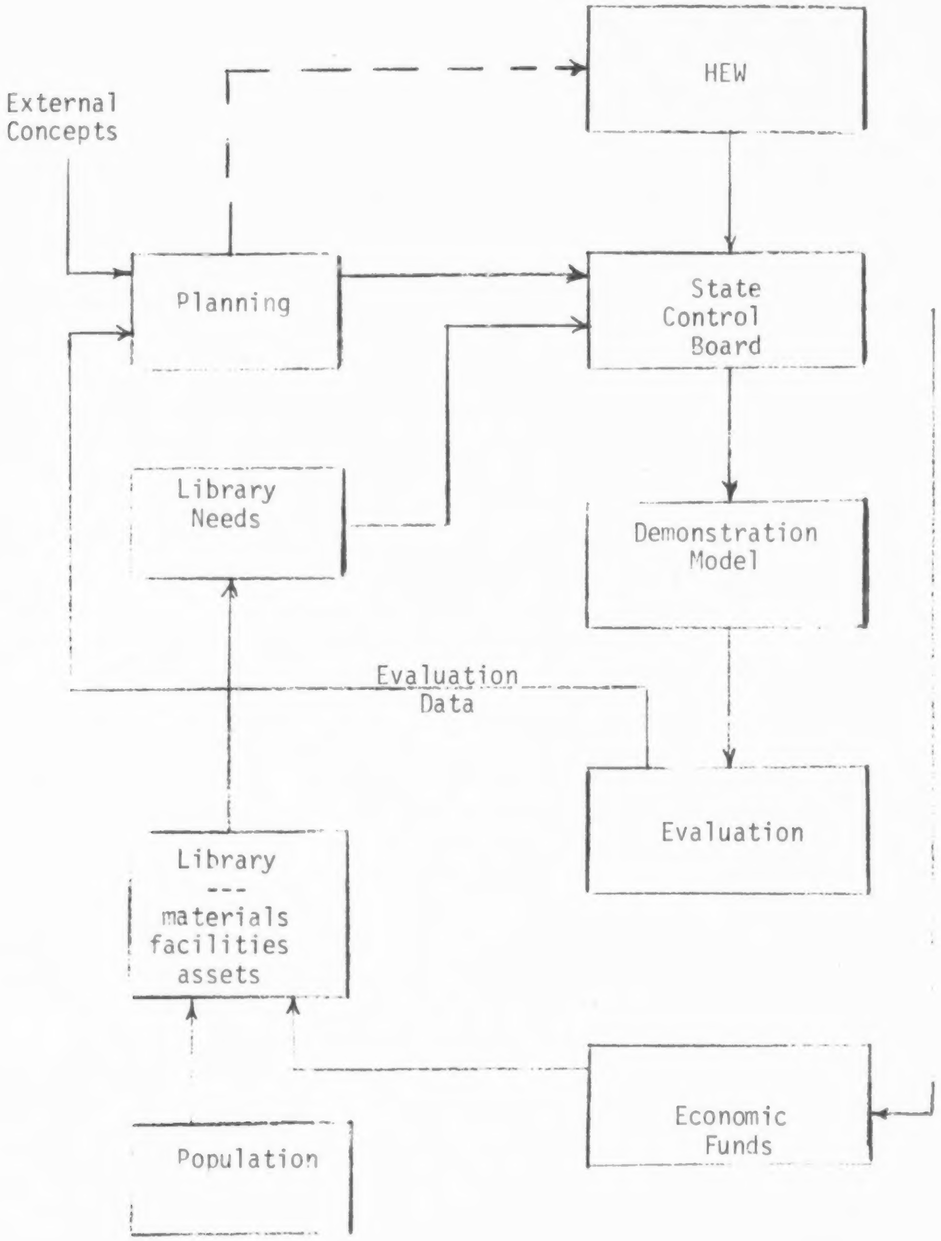
The federal money supplied by HEW may be divided in a variety of ways by the state. In nearly all instances, some of the federal money is kept to improve the administration of the state library. Some states use the federal money to pay field representatives; in other states it may be used to pay other kinds of positions that are related to library development at the local level. The state as a part of its plan may use some of the money for special projects. For example, in Texas a large amount of the federal money is used to fund a statewide network to which mearly all of the local libraries belong. In New Mexico the regional libraries operated by the state library in small rural areas. are funded almost 100 percent from the federal funds. In some states, the state library provides scholarship funds for the library school. In other states the state library may use the money to buy research services from one of the library schools or one of the universities in the state. It may use the money for other special kinds of communication devices. In some instances, money is given to the local units according to some kind of proration or allocation; however, not many states use this program because there is not that much federal money available.

All of the states of the southwest use some of the federally allocated money for special projects. These are projects which are requested by the local libraries. The local libraries essentially compete against each other for approval of these projects. Communities may initiate projects locally or state libraries may encourage certain projects by asking local communities to propose them. Examples can be cited in Texas. There, they set up special project money for Spanish book collections for Mexican American communities and gave them to some of the smaller libraries. Similar examples can be cited in the other southwestern states (see section 5.0)

Although the state can set restrictions on the use of allocated monies and the local units are required to abide by them, it cannot, however, order or force a local library to initiate any particular kind of program. The local library is, in nearly all instances, legally independent. To get charge into this total system is difficult and requires the use of a number of devices, some of which are informal. In some instances it is necessary to create a change of attitude in the community, particularly in the Board of Trustees, to request that they receive funding. Since the local library units are usually required to put up some kind of matching money in order to show their good faith, the more conservative or poorer communities are passive, or unable to provide support to virtually all library programs. Due to factors such as a feeling that libraries are low priority items, small cities who need funding most will set low priorities on matching funds for library programs and consequently, reinforce a failure pattern of their constituents. In some instances, the state agency will set into motion a series of events by meeting directly with local proups to convince them to put pressure on the Board of Trustees to request funding or to initiate some change.

If the local people cannot get change in the local library program, they have the option of using a political route through their state legislature or through the advisory committee and force pressure coming down from the "top." This usually does not occur and is not successful unless there are a number of cities that are faced with essentially the same kind of program. In isolated cases, the local comminity has gone to the federal government in the hopes that HEW can come down with specific guidelines for states and encourage the states then to reflect this in the local programs immediately. Figure 2.2-2 is a block diagram that indicates the multipath flow of a new concept as it may be introduced

FIGURE 2.2-2 MULTIPATH FLOW OF NEW CONCEPTS


HEW
External Concepts
Planning
State Control Board
Library Needs
Demonstration Model
Evaluation Data
Evaluation
Library --- materials facilities assets
Economic Funds
Population

at one of several levels. The name of the game is politics. Since virtually all the states have insufficient funds to do what is known to be required, what is allocated tends to be highly subjective. There is reluctance by the state and local units of government to change the allocation or the use of their funding because they have no evidence that the change would necessarily be better for their self-interest. For this reason, it is necessary for outsiders to inject new ideas into the system at nay level--federal, state or local-- in the form of reports before a reallocation occurs. An example of this is in the state of Texas where now a large amount of the funding from federal sources is used to pay for the operation of a fairly sophisticated network of communications for all of the public libraries. It would be quite logical for example to raise the question of whether $50,000 or $75,000 for a two-year period should be removed from the network and hold it at essentially a plateau operation and use this extra funding for purposes of training more Mexican American librarians. If librarians with ethnic backgraound were introduced into the library systems in decision making capacities, the system would be injected with a force for change in other areas.

Fifteen years ago the state library associations were essentially politically neutral agencies involved in the discussion of professional subjects. They were not lobbying agents and did not push for statutory or fiscal change. The new group of younger librarians has changed this pattern considerably and there are many illustrations in the country now where the library association is a very effective political lobbying arm. In some states it is recognized as being extremely effictive because it has access to all local communities in the state. This political awareness has caused difficulty for some librarians who have been brought up more in the tradition of being non-political. State librarians, in particular, however, have fully accepted the concept that their job is one of general administration planning and political activity. The library schools are also recognizing this change and are training librarians to understand this new concept of community involvement. Academic training in such things as the techniques of cataloging, acquisition of books, and book selection is no longer emphasized. Politicalization of the local libraries, however, has been slow because of the fundamental character of the change and the necessity to establish check measures to insure that the library as an educational agency does not become a political tool for partisan purposes.

The impact of federal and state aid on the local communities has created a polite power struggle that will take some time to resolve. Federal and state aid has, on one hand, become a force for centralization of the library system. The local library becomes beholden to the state for continuing funds in today's allocation methodology and thereby can become trapped into being primarily responsive to state control. Counter to this force is the idealogical concept that is championed by the politicized librarians for more local autonomy. They emphasize that they must maintain themselves as independent legal units responsible directly to the public in their own locality. In so doing they have more flexibility in exercising political pressure by way of other channels if either the state or federal directives are not in the community's best interest. The cause of better library services to the Mexican American can best be served by recognizing this competition between the forces of centralization and autonomy and, from this recognition, applying the proper political pressure to both these forces.

SECTION 3.0 LIBRARY USER/NONUSER SURVEY

3.0 LIBRARY USER/NONUSER SURVEY

Understanding the information needs and library behavior of Mexican Americans is a vital factor in developing model library concepts for them. In order to achieve this understanding, a survey of the Mexican American population was conducted in the survey cities.

The eleven areas reviewed in section 2.0 are the cities that were surveyed for users/nonusers. Specific areas with high densities of Spanish speaking populations were identified in consultation with local officials and realtors; these areas were subsequently divided into survey sub-areas. The number of respondents desired from each sub-area was determined using a combination of overall population and percentage of Spanish speaking population to produce a representative Spanish speaking sample from each city. The overall sample size from the nine larger cities was designed to produce a 95 percent level of confidence that the percentage of users in the sample was within five percent of the user rate for the city's total Spanish speaking adult population.

The survey sampling method was random with respect to homes visited in areas with high proportions of Spanish surnamed people. In addition, surveyors were instructed to excuse themselves and move on if they discovered or strongly suspected that the potential respondent was not Spanish surnamed. The person answering the door, preferably an adult, was surveyed.

The decision to conduct home interviews (as opposed to other sites, including libraries) was made in order to provide as much uniformity and resultant study objectivity as possible.

A search for comparable statistics in other urban communities met with very limited success. One study was found that treated some of the same topics as the current study. [1] In a study of Maryland library users, 21,385 adult (12 years old or older) library user responses were analyzed. The study did not treat nonusers. Another study [2] dealt with both users and nonusers, but some questionnaires were administered at the library, making comparisons with this study tenuous.

It should be noted that the psychological circumstances of our interview favored a respondent saying he was a user. It is suspected that many respondents stretched the interpretation of user, inflating the resulting usage rates considerably. A related precaution is in order in interpreting results from the various cities. There are considerable variations from city to city in the compositions of the samples. Again, the variations are attributed in large measure to random effects in the sampling process. Variation in the proportion of students (who use the library much more than the nonstudent population) goes a long way in explaining apparent usage ratio disparities from city to city. That is, if the proportions of students had been alike, usage differences among the cities might have been much smaller. However, the cities do differ in ways that may be important.

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[1] Mary Lee Bundy, Metropolitan Public Users: A report of a survey of adult library use in the Maryland-Baltimore-Washington metropolitan area, (College Park: University of Maryland Press, 1968).

[2] Claire K. Lipsman, A study of public library service to the disadvantaged in selected cities, (Washington, D.C., DHEW, 1970).

The Mexican American family is closely knit and has strong interpersonal identification. It is suspected that in the survey of this study the user percentage is inflated because of this factor. The whole family identifies itself with the one user--the member of the family who is a student--and therefore, by association, the respondent (who may not use the library personally) states that, "Yes, he (the family) is a library user."

Questions 1 through 15 were the same on user and nonuser forms and dealt with personal attributes such as native country, sex, age, etc. Question 14 (family income) was omitted to avoid any impression of invasion of privacy. Respondents were identified only by survey sub-area, and within sub-area by serial numbers that were assigned just prior to keypunching the data. The remaining questions were concerned with habits of reading and information acquisition: awareness of library proximity, services, administration, and advertising; library usage skills and some attitudinal questions. Probably the most valuable user question other than those on attributes was "Why do you go to the library?"

The total number of responses varied from question to question and some questionnaires were only partially completed. Some of the questions were conditional ("If you are not a high school graduate, what was the primary reason you left school?"). Conditional questions applied to only part of the respondent group, and more than one response was allowed to some of the other questions.

The raw data collected from these survey questionnaires is presented in tabular form in the appendix.

3.1 Sample Size

The sample size for this program was derived from the desire that the "response" computed from the sample be within five percent of the actual population "response" with a 95 percent confidence level.

Sample size is not determined as some fixed percentage of the population being investigated, but rather as a function of the error factor for sampling results. Consider the use of the following binomial distribution formula for determining sample size:

$$N = \frac{(CL)^2\, pq}{R^2}$$

where N = number to be sampled
CL = confidence level in standard deviation terms
R = range of confidence level
pq = expected sample spread
$p = 1 - q$

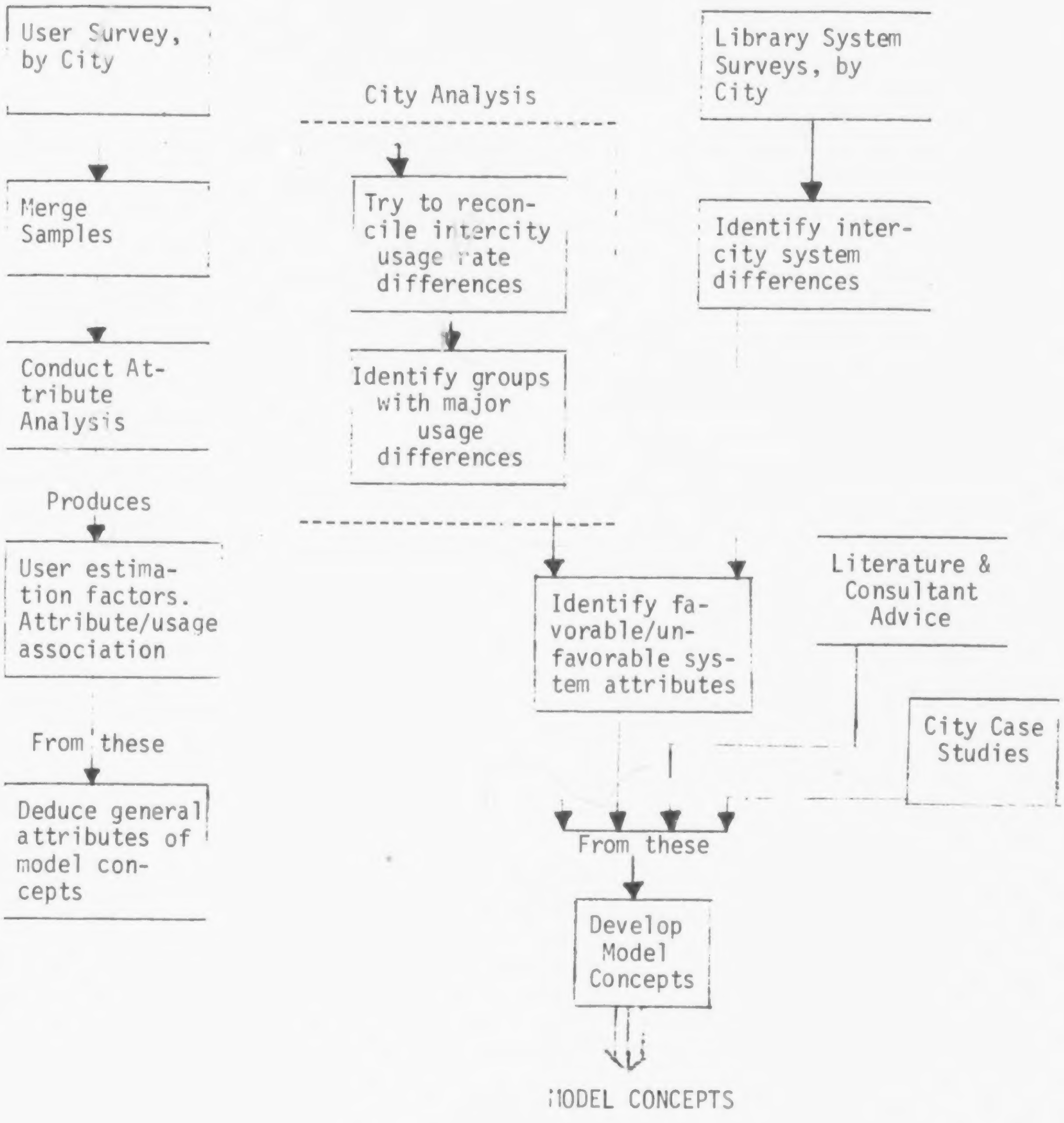
The value N can be determined for this program for every site if p or q were defined. The other values are given. CL in terms of sigma is 1.96 (95 percent level of confidence). R is given as five percent. The value of sample spread (pq) question varies, however. For example, if for a particular response 50 percent of the respondents (p) say "Yes" while 50 percent of the other (q) say "No", the product of pq = 50 (50) = 2500. In this survey a value of p = 23 percent and q = 77 percent was assumed. Thereby a sampling of 283 respondents was required to achieve the required level of confidence. After making some allowances for varying city size and discrepancies in the survey processes, sample sizes of around 300 were used.

It should be noted here that two elements (estimate accuracy and confidence level) were independently chosen in determining the sample size by city. The result was a set of usage estimates, one for each city. The observed usage rates varied somewhat from the initially assumed rate of 23 percent. The sample sizes become quite different when the responses are categorized by some method other than city, leading to much larger variations in the qualities of the estimates. The practice in this study was to retain the 95 percent confidence standard and allow the sample size and user fraction results to determine the accuracies of the estimates. The group sizes were frequently greater than 300 when sorting criteria other than city were used, leading to the expectation of greater accuracy for these cases.

3.2 Analytical Approach

The general plan for model concept development is illustrated as a block diagram in Figure 3.2-1. This section of the report is primarily concerned with the user/nonuser survey. The elements of analysis of this user/nonuser survey are depicted in the left portion of the block diagram. The inputs from surveys of the various libraries form the right portion of the block diagram. These results are discussed in section 4.0.

FIGURE 3.2-1 GENERAL MODEL CONCEPT DEVELOPMENT PLAN


User Survey, by City
Merge Samples
Conduct Attribute Analysis
Produces
User estimation factors. Attribute/usage association
From these
Deduce general attributes of model concepts
City Analysis
Try to reconcile intercity usage rate differences
Identify groups with major usage differences
Library System Surveys, by City
Identify intercity system differences
Identify favorable/unfavorable system attributes
Literature & Consultant Advice
City Case Studies
From these
Develop Model Concepts
MODEL CONCEPTS

This section includes an analysis of the data collected in the user/nonuser survey. Some of the analyses consist simply of observing patterns in the raw data. Others try to explain causes of particular patterns. The central purpose in all cases is to identify more clearly those features of library systems that are especially favorable or unfavorable in encouraging usage by the Mexican American community. The recommended concepts discussed in section 5.0 take these findings into account. Factors that appear not to matter are also identified so that a planner will know some of his freedoms as well as some of his restraints.

Most of the findings and observations may not be restrictive to an ethnic group or locality. Wherever it is useful to refine the definition of program objectives and context, the following principles are applied:

(a) The equivalency between service by a library and usage by community members is stressed and the two terms are regarded as interchangeable.

(b) The main purpose behind the model concepts design is to meet the library needs of the community, thus converting nonusers into users.

(c) It is assumed herein that the main function of libraries is to be socially responsive to the information needs of the community and to meet these needs in a variety of ways.

Results from many of the questions are arranged by major subject and presented in the following sections.

3.2.1 Information Sources

As could be anticipated, library users tended to read considerably more books than nonusers. This is not surprising nor unique to Mexican Americans, but should not be dismissed as a sterile fact. If the question is rephrased, "Why do nonusers read fewer books?", perhaps the affecting factors can be identified and addressed. It may be simply that they get all the information and/or entertainment they want or need from other sources. Another possibility is that due to a variety of factors, reading may not be a pleasurable activity. Some nonusers who are undereducated may not be familiar with the selection of books geared to adults with low reading ability. In any event, if the library is to provide services to the entire community, it must not present itself as solely a book lending institution. If, through use of the library for other services, former nonusers begin to read books, then this is an extra bonus; but the library must provide these other services to attract the nonuser.

Of particular interest to libraries trying to meet the needs of the Mexican American community should be the finding that only a small percentage of nonusers read neither a newspaper or magazine at all. Over 80 percent of the respondents read both at least occasionally. This indication leads to the provision of comfortable lounge areas for reading newspapers and periodicals, as well as adequate numbers of subscriptions. Insofar as specific titles, the individual library will do well to ascertain the newspapers most widely read in the specific community it serves. Additionally, periodicals subscriptions should be primarily directed to the popular areas. That is, ten subscriptions to Playboy prominently displayed will be of much greater value than neatly bound and stacked back copies of a professional journal.

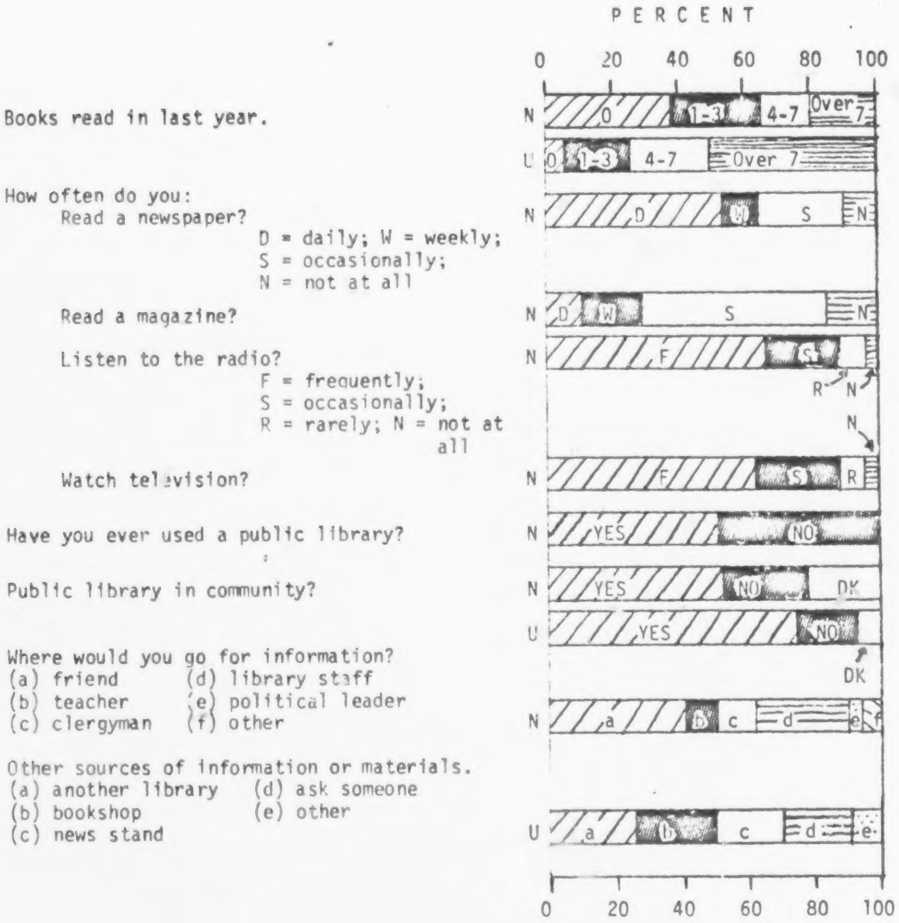
Almost all nonusers listen to the radio or watch television some of the time. This finding is important to libraries in two ways. First, it shows the amount of use that will take place if media are easily accessible and emphasizes the need for use of nonprint media. In addition, this high usage rate of radio and television indicates an excellent means of advertising library services and programs, one that will reach a great number of nonusers.

It is noted that almost half the nonusers had never used a public library and that almost the same fraction of nonusers either didn't know or said there was no public library in their community, even though in all cases questionnaires were administered in areas where libraries are nearby. The causes for this lack of knowledge must rest within the libraries and their lack of or poorly directed provision of information to the community.

Another interesting finding is that many of the nonusers (60 percent) would go to someone they know for information, rather than to the library. This finding emphasizes further the need for members of the community to be employed in the library, providing potential users with a common base for use. Community workers are also an excellent source for acquainting nonusers with the library and its services and programs.

Figure 3.2-2a presents the results of questions in the area of information sources.

FIGURE 3.2-2a INFORMATION SOURCES



3.2.2 Language Skills and Preferences

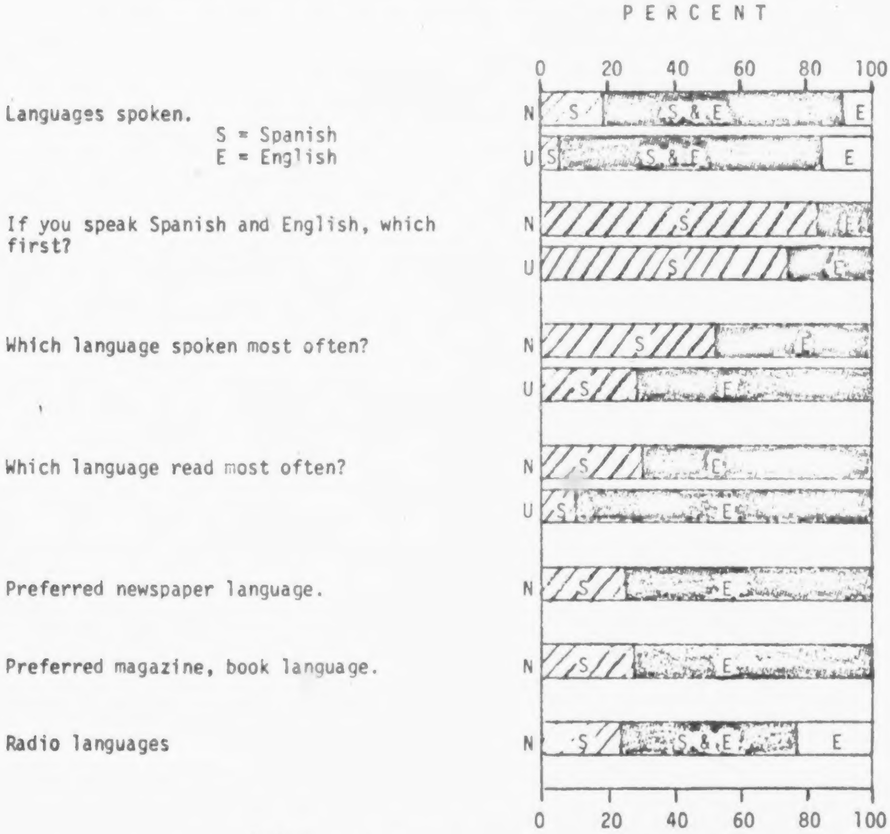
The majority of both users and nonusers are bilingual. Almost 20 percent of nonusers are Spanish monolinguals, while almost the same percentage of users are English monolinguals. Of the bilingual respondents, 50 percent of the nonusers and 25 percent of the users speak Spanish more often. English was mentioned as the preferred language for periodicals, and it was listed as language read most often by a majority of respondents.

Responses to these questions on language skills played an important part in the models development. Even though the majority of respondents indicated a preference for English, a fourth of the nonusers consistently chose Spanish. This 25 percent was considered vital in the model development. (It should be noted that insofar as the preferred languages questions are concerned, there may have been misunderstandings. For example, the respondent may prefer the local English language newspaper to the local Spanish language newspaper for a variety of reasons other than language and therefore listed it as his preference.)

Close to 80 percent of nonusers listen to either only Spanish or both Spanish and English radio stations, indicating the need for advertising directed to the Mexican American community to be broadcast on the Spanish speaking stations.

Nonusers consistently choose Spanish materials in greater numbers than do users, indicating a need for these materials in the libraries. Nine percent of the users and 29 percent of the nonusers reported reading Spanish most often. Public libraries in their areas typically reported less than one percent Spanish materials in their collections. Even if the libraries only want to supply more materials for current users, some increase in Spanish language materials is strongly indicated.

FIGURE 3.2-2b LANGUAGE SKILLS AND PREFERENCES



3.2.3 Library Skills and Confidence

Of the responding nonusers, almost 40 percent felt that speaking Spanish only would prevent a person from obtaining the services of the local library. While this may or may not be the case, these feelings certainly indicate a major problem area libraries will have to resolve if they are to serve the Spanish speaking community. Once again, members of that community being hired to work in the libraries will help to alleviate this situation. Other possible solutions to this problem, and the related one of 30 percent of nonusers being unaware that public libraries should be available for use by all citizens, are advertising in Spanish on Spanish radio stations, community visits by bilingual library staff, flyers in Spanish, and other special promotional activities.

Slightly under 60 percent of nonusers know how to get library cards; about 15 percent have cards. These figures should indicate the necessity for making the process of obtaining borrower's cards as simplistic as possible. One possible solution is to mail library cards to all residents of an area that are not listed as having a card. This would encourage use out of curiosity and would avoid problems of uncertainty regarding obtaining cards.

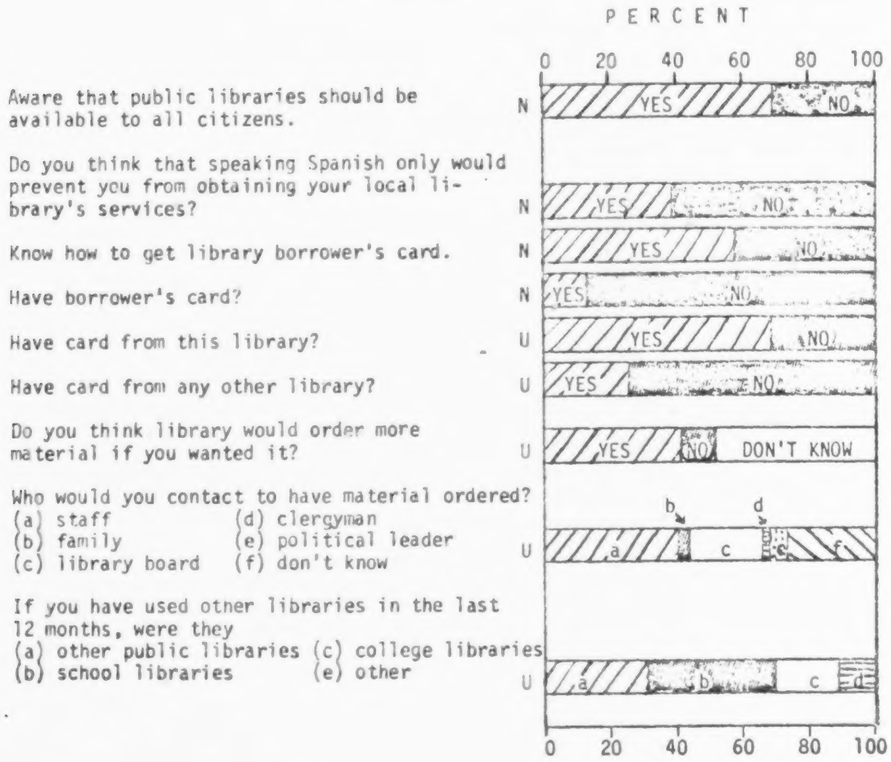
Slightly more than 40 percent of library users think libraries would order more material if the users requested it. A program of encouraging users to make recommendations on specific and general areas of materials should be carried out.

Respondents who answered the question regarding other libraries answered that school libraries, other public libraries, and college libraries were used most frequently, in that order. These figures indicate once again that a high proportion of respondents may be students. It also indicates the very great potential in a combined school/public library where the whole family may use the library services together. A model based on this concept is included in section 5.0.

The questions covered in this section of the survey were more or less directed toward those library activities initiated by the user or potential user. The responses, however, indicate that librarians can no longer take a passive role and wait for users to come to them. Rather, they must actively seek out nonusers and encourage them to use the library. Additionally, library personnel must better explain the services the library does offer.

Figure 3.2-2c illustrates the responses to questions covered in this area.

FIGURE 3.2-2c LIBRARY SKILLS AND CONFIDENCE



3.2.4 Personal Information

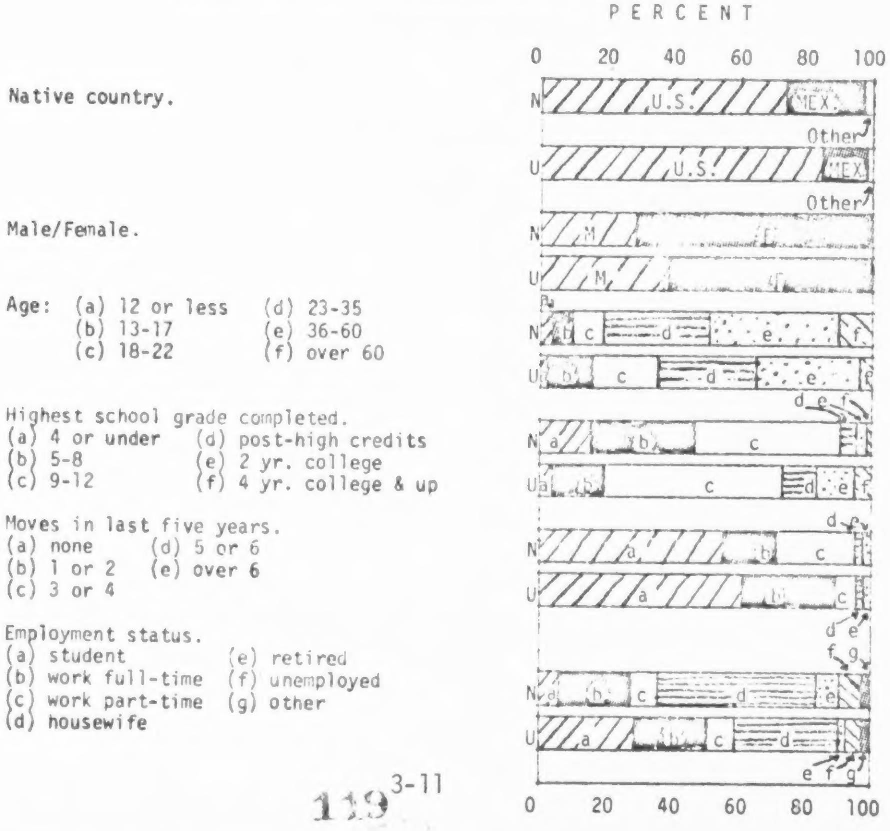
Questions in this area of the survey included certain demographic information regarding respondents, both users and nonusers. Of those persons responding to these questions, the library users tend to be younger and better educated than the nonusers. A strong tendency for users to predominate among the student respondents is shown by the answers recorded to the last question. There are certainly strong interrelationships among these personal characteristics of age, education, and student status, but the exact nature of these interrelationships is not as important as their cumulative effect on the probability of library usage. The indication that emphasis on library usage as a favorable activity during a person's school years will tend to make him a library user as an adult is the most significant observation which should be made. Again, these tendencies are not limited to Mexican Americans.

It was found that 75 percent of nonusers and 85 percent of users are U.S. born, with most of the balance being made up of those born in Mexico, indicating potential areas of special programs on Mexico. The majority of both users and nonusers interviewed was female, due to several factors: among these are that the female was more likely to answer the door and that interviews were conducted during library hours, when many men are at work. This indicates the necessity for extended hours and programs at late night (such as the 9 p.m. to midnight film program in Los Angeles).

Twice as many nonusers as users had completed eight years or under of schooling, although the majority of both groups had completed nine to 12 years of school. There is a strong indication of the need for compensatory, adult basic education, and GED programs to be offered by the libraries. Programs of this sort are discussed in section 5.0.

Approximately one-half of the nonusers and one-fourth of the users were housewives, indicating a broad population to whom special programs should be directed.

FIGURE 3.2-2d PERSONAL INFORMATION

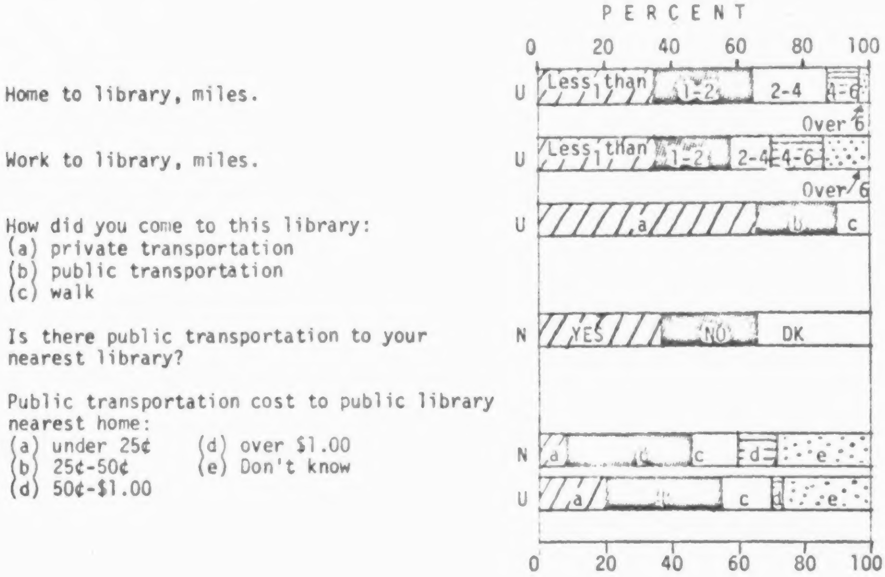


3.2.5 Physical Accessibility

The predominanat mode of transportation used by library user respondents to reach their library is the private automobile. About 20 percent walked and only about 10 percent made use of public transportation. Taken at face value, these data indicate that parking facilities should be a high priority item when considering library site accessibility to the potential users. This does not, however, deal with potential users who must depend on walking or the use of public transportation to reach the library designed to serve his community. Since the cost of public transportation is not insignificant (50 cents or more for about one-half of the respondents), perhaps the use of a transportation subsidy in the form of special tokens issued by the library, or even the use of a shuttle bus service, would result in a rewarding increase in the level of library usage. Additionally, since a sizeable percentage of non-users were unaware of whether there is transportation to the nearest library, advertising should include this information. The walker could benefit from an emphasis on the use of storefront walk-in library branches strategically located in shopping areas where regular library visits could be readily integrated into his shopping routine.

The last factor mentioned above can be very important. For a number of reasons, some practical and some personal, an individual may not make the trip to the library. This is because in most cases, a trip to the library is just that and takes the direct, concentrated effort to go to the library when there are other things to be done. The location of libraries in often-visited areas, such as a shopping district, can alleviate this problem.

FIGURE 3.2-2e PHYSICAL ACCESSIBILITY



3.2.6 Library Services and Programs

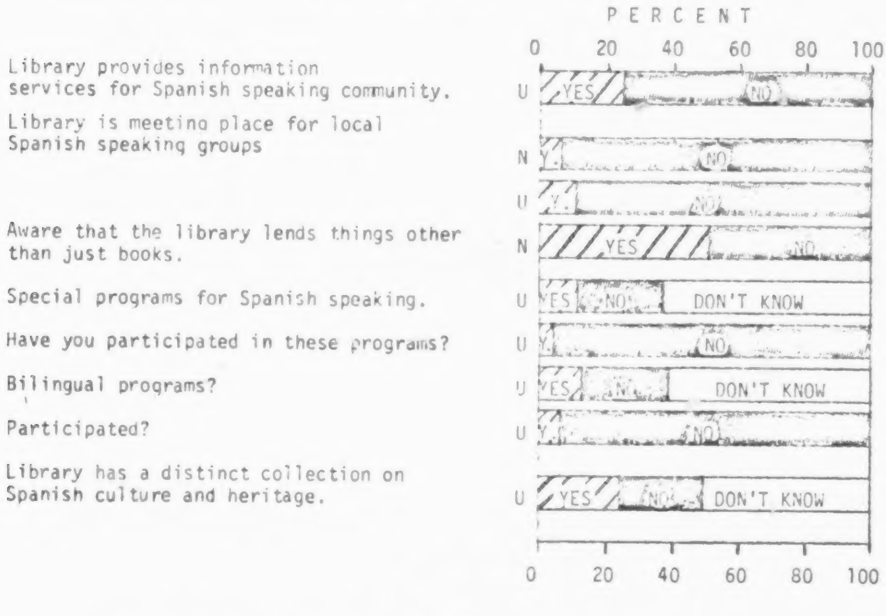
The responses to the questions regarding special library services and programs for the Spanish speaking community indicate a very serious problem area: either the libraries are not providing specific services for this population or the people are unaware of the services being offered. In either case, if the library is to meet the needs of Mexican Americans, the situation must be remedied.

Almost 80 percent of library users responding said that the library does not provide information services for the Spanish speaking community. This figure is of particular import in that it is the response of a group that already makes use of the library. If there are no special programs, then it will be even more difficult to attract those who have no need--or believe they have no need--of traditional library services.

According to less than ten percent of users, and an even smaller percentage of nonusers, the library serves as a meeting place for local Spanish speaking groups. One of the best ways to attract users to the library is to physically get them to the library. Community organizations and other activities which are scheduled in the library is an excellent method for doing this, but very few libraries have taken advantage of this opportunity.

Additionally, there was a lack of other special programs for the Spanish speaking, and a low participation rate. It is very easy to blame lack of participation upon the people. However, libraries must reexamine their programs to determine why they are not being used, and then they must restructure these programs to meet the specific needs of the potential users.

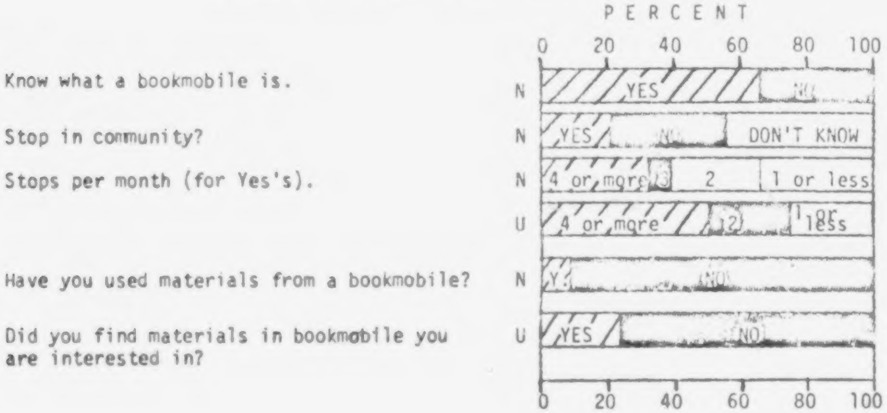
FIGURE 3.2-2f LIBRARY SERVICES AND PROGRAMS



3.2.7 Bookmobiles

Bookmobiles are used by less than 25 percent of library users and by less than 10 percent of library nonusers. It would appear that libraries have the options of either revamping bookmobiles programs to better serve the Spanish speaking community or expend those funds elsewhere. Although bookmobiles are being stressed less by public libraries, there are possibilities for their use in attracting nonusers to the library.

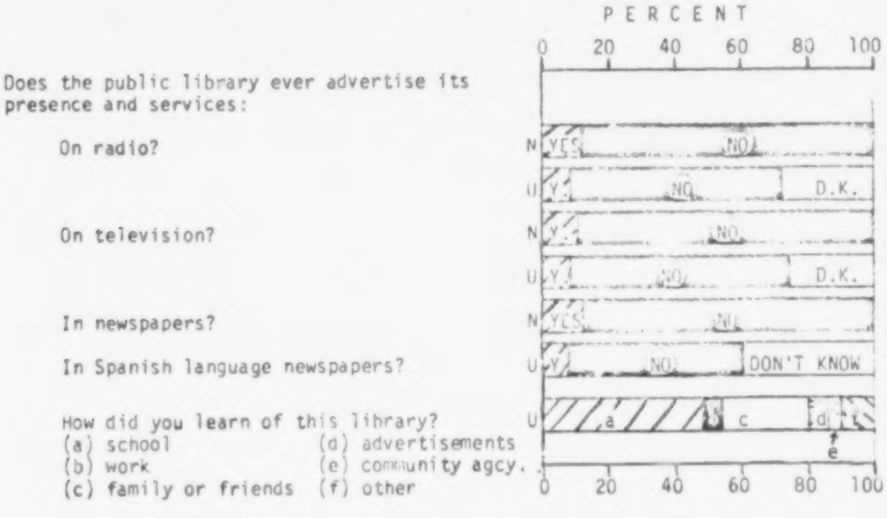
FIGURE 3.2-2g BOOKMOBILES



3.2.8 Advertising

The levels of awareness of the existence of library advertising of the user and nonuser were about equal (and very low) for each mode, even though advertising was reported by at least one library in each city. The inference is that the advertising that is done is ineffective in attracting new Mexican American users.

FIGURE 3.2-2h ADVERTISING

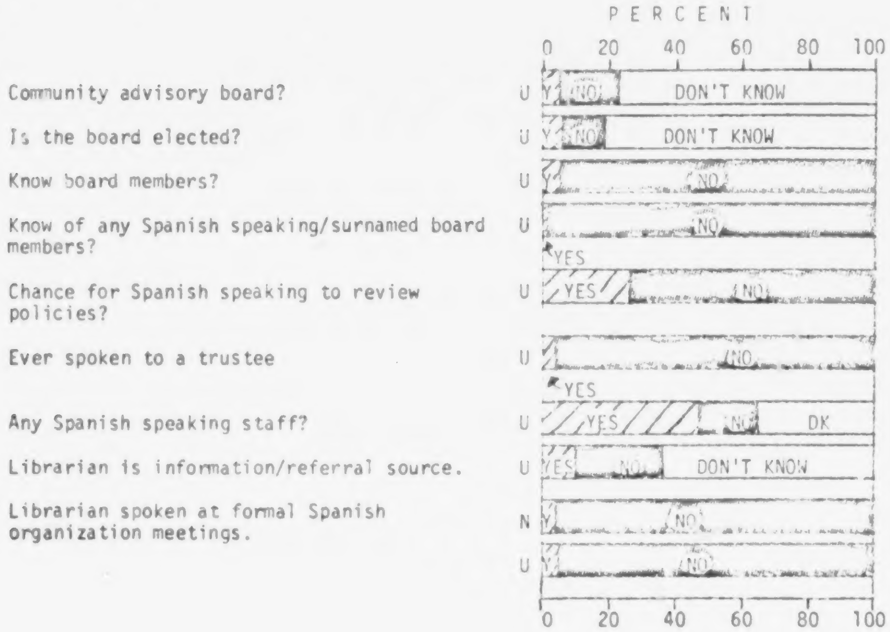


The significance of the effect of the school environment on the likelihood of library usage is indicated by the responses to the last question in Figure 3.2-2h. Fully half of the users were introduced to the library through their school. The effectiveness of word-of-mouth advertising is demonstrated by the answers to the last question indicating that one-fourth of the users learned of the library from friends or members of their families.

3.2.9 Trustees and Staff

The questions in this category were all asked of library users only. The responses clearly show that the user respondents have little knowledge of the make-up, functions and interests of their library boards. This is not particularly startling, but it does suggest that the reverse may also be true (boards not knowing their constituencies). The preponderance of "Don't Know" responses related to the existence of community advisory boards indicates a lack of dissemination of information on the part of library staff and board members. If the potential of the library for service to the public is to be realized, it is incumbent upon the community as a whole to make their needs and interests known to the library administration and board and the direct responsibility of the administrators and board members to seek out and attempt to satisfy these needs and interests.

FIGURE 3.2-2i TRUSTEES AND STAFF



3.3 Statistical Analyses

A Chi-Squared (X^2) test was used to resolve the acceptance/rejection issue. This test is described in most statistics texts:

$$X^2 = \sum_{i=1}^{n} \frac{(\text{Expected}_i - \text{Observed}_i)^2}{\text{Expected}_i}$$

where n = number of cities, categories, etc., to be considered
Expected = the value expected assuming the hypothesis is true
Observed = the corresponding value observed for that city, box, etc.

Acceptance or rejection depends on the resulting value of X^2, the selected confidence level (95 percent for this study) and on the number of degrees of freedom (D.F.)[3] that exist in the choice of values in the table or list of city results. A high value of X^2 leads to rejection of the hypothesis. Table 3.3-1 contains acceptance values of X^2 at the 95 percent confidence level for a range of D.F.'s.

TABLE 3.3-1

D.F.	X^2	D.F.	X^2
1	3.8	7	14.1
2	6.0	8	15.5
3	7.8	9	16.9
4	9.5	10	18.3
5	11.1	11	19.7
6	12.6		

3.3.1. City and Personal Attribute Analyses

The numerical part of the city and personal attribute analyses will be described by example. These studies were done for cases in which the user and nonuser questions were the same.

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[3] There is one D.F. for each entry in a table that can be independently specified without disturbing the row and column totals. In a 2x2 table, only one entry can be varied independently. The other three being determined by the requirement that all the totals remained constant. In a 3x2 table, D.F. = 2, and so on.

City Analyses. The first table to be presented in the analysis covers the gross results of the survey by city. The code numbers in the first column of Table 3.3-2 uniquely designate each city in the study by the state code (the number 1 through 5) and the city designation within the state. Thus, New Mexico is designated state number 4 and Santa Fe is the second city on the list for that state, making Santa Fe's code 42. The third column gives the number of library users surveyed in each city, column four the number of nonusers surveyed, column six the fraction of total users in the sample, and column seven the fractions of users, not counting student respondents. Even setting the students aside, the usage rates are on the high side of expectations. It is suspected that personal pride of the nonuser and the previously discussed total family identification with the single user (student) were factors in making the library usage rate appear higher than it probably is.

TABLE 3.3-2 USER/NONUSER TABULATION

Code (1)	City (2)	Users (3)	Nonusers (4)	Total Sample Size (5)	Fraction of Users (6)	Fraction of Users, Non-Student (7)
11	Phoenix	67	262	329	.203	.168
12	Tucson	61	253	314	.193	.194
21	Los Angeles	74	229	303	.244	.208
22	San Diego	61	239	300	.203	.180
23	San Jose (Alviso)	19	58	77	.247	.20
31	Denver	73	224	297	.245	.181
41	Albuquerque	105	198	303	.346	.261
42	Santa Fe	101	196	297	.338	.308
51	El Paso	85	211	296	.287	.214
52	San Antonio	91	220	311	.292	.239
53	Crystal City	14	76	90	.156	.09
	Total	751	2,166	2,917	.257	.212

There is quite a range of user fractions (nine percent to three percent in column seven) indicating that something must be different among the cities. The several possible reasons for the differences are (1) the parent populations are different, (2) variations in group sizes within the samples caused apparent city differences, and (3) sampling errors exist. Whether the usage rate differences among the cities are statistically significant requires calculation. The significance of the difference between two fractions may be tested[3] by finding the standard deviation of the difference and then determining if the difference exceeds an agreed number of standard deviations. Statistical testing in this report will uniformly be at the five percent confidence level, meaning that if the results under the hypothesis could have occurred by chance with a probability of less than five percent, then the hypothesis will be rejected. We will regularly be testing the hypotheses that no significant difference exists, even though hypothesis rejection may not come as a surprise.

The acceptance requirement when comparing usage rates between cities is that the difference in means lies within two standard deviations (2σ) for the difference not to be considered significant. Standard deviations for cities in the low usage rate range was computed with a usage rate base of 0.20. A base of 0.30 was applied to cover cities at the high end of the distribution. Two standard deviations is equivalent to about 6.4 percent at the low end (Tucson and San Diego) and 7.7 percent at the higher end. Figure 3.3-4 is provided to show these relationships graphically. The city codes are used instead of the names to avoid cluttering the diagram.

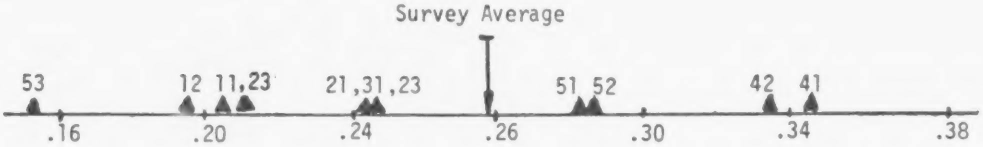

FIGURE 3.3-1 USER/NONUSER PROPORTIONS

One of the striking factors that emerges is the similarity of the fractions within a given state. No comparison is possible within Colorado, of course, since only one city was surveyed. However, the groupings within the four states is close enough in each case that the hypothesis is of common parent populations from which the sample

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[4] $\sigma_{diff} = \sqrt{\sigma_A^2 + \sigma_B^2}$; note that the standard difference of two fractions (σ_{diff}) will be greater than the standard deviation of the contributes.

was taken would not be rejected, even though the spread in California strains the test a bit. The conclusion that emerges is that there are significant differences from state to state, although Texas (excepting Crystal City) and New Mexico could belong to the same group and Colorado could be grouped with California. It is interesting to note that although New Mexico and Arizona have geographic proximity (presumably leading to cultural similarities), the user rates are quite dissimilar.

It was then hypothesized that differences in the personal attribute compositions of the samples from the various cities could help "explain" the usage rate differences in cities. In order to accomplish this, a reference point is established. This reference point is a value of X^2_{Ref} based on a formula.[4] The resulting value of X^2_{Ref} is 50. (X^2 is an index in the same sense that an average is an index. Thus, there is need to distinguish between X^2's. We will be encountering X^2_{city} and $X^2_{attribute}$. X^2_{Ref} for the cities is 50.) The null hypothesis in this case is "There is no statistically significant usage rate difference among cities, first having adjusted for no personal attribute." We expect this hypothesis is to be stongly rejected, and it is. The blank in the hypothesis statement will then be successively filled by attributes covered in the survey in order to examine each attribute in turn. The approach will be explained by example, using the "Native County" data shown in Table 3.3-3.

The first column identifies the cities in the survey by the code numbers described earlier. The next two columns show the numbers of users and total respondents giving United States as the native country. The next three column pairs give corresponding data for Mexico, other countries, and aggregated city totals. The bottom row gives totals for the survey.

The row of F's (F1, F2, F3 and F4) given the fractions of users for the column pair totals: .29 of all the U.S. born respondents were users, and so on. These fractions were used to estimate the number of users expected in each city sample, assuming that the attribute distribution (native country in this case) was know. Taking city 11 (Phoenix) as an example, the estimated (or expected) number of users would be:

$$.29 \times 274 + .16 \times 54 + .17 \times 1 = 87.2 = E_{i_1}$$

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[5]
$$X^2_1 = \sum_{i=1}^{n} \frac{(E_{i_1} - O_{i_1})^2}{E_{i_1}}$$

$$X^2_2 = \sum_{i=1}^{n} \frac{(E_{i_2} - O_{i_2})^2}{E_{i_2}}$$

$$X^2_{Ref} = X^2_1 + X^2_2$$

where E_{i_1} = expected number of users
O_{i_1} = observed number of users
E_{i_2} = expected number of nonusers
O_{i_2} = observed number of nonusers
n = number of cities = 11

	USERS, RESPONDENTS BY GROUP						TOTALS		COMPUTED RESULTS	
CITY CODE	UNITED STATES		MEXICO		OTHER		USERS	RESPONDENTS	ESTIMATED USERS	CHI-SQD CITY
11	61	274	6	54	0	1	67	329	87.2	6.4
12	45	227	15	83	1	4	61	314	78.9	5.4
21	42	154	29	138	3	11	74	303	67.8	.7
22	36	148	21	128	3	22	60	298	66.4	.8
23	15	39	4	36	0	2	19	77	17.2	.2
31	71	287	2	9	0	1	73	297	83.8	1.9
41	104	291	1	9	0	3	105	303	85.3	6.3
42	99	290	2	7	1	1	102	298	84.4	5.1
51	70	188	14	105	0	1	84	294	70.6	3.3
52	87	272	4	38	0	1	91	311	84.1	.8
53	14	77	0	13	0	0	14	90	24.1	5.8
TOTAL	644	2,247	98	620	8	47	750	2,914	750.0	36.7
	F1 = .29		F2 = .16		F3 = .17		F4 = .26			

CHI SQUARE = 36.7

TABLE 3.3-3 LIBRARY USERS CLASSIFIED BY CITY AND NATIVE COUNTRY

The observed number of users (O_{i1}) was 67 in the Phoenix sample. $O_{i1} - E_{i1}$ is 20.2. Note that this is also the difference between expected and observed nonusers. The last column, labeled CHI-SQD, contains the results of a Chi-Square calculation for Phoenix:

$$X^2 = X_1^2 + X_2^2 = \frac{(20.2)^2}{87.2} + \frac{(20.2)^2}{329 - 87.2} = 6.4$$

This process is repeated for each city. The accumulated X^2 (36.7) for the group of cities is given in the totals row and repeated below the line of F's. Taking the number of degrees of freedom, D.F., at 10 (one less than the number of cities), we find from Table 3.3-1 that the null hypothesis should be rejected if X^2 exceeds 18.3. It can be seen that the $X^2 = 36.7$ is considerably above the acceptance level established, indicating that either some other criteria in combination with Native Country would be needed in order to reconcile the city differences or that perhaps some other single criterion could do better.

Using the numerical tests the usage rates varied significantly from city to city (nine percent for Crystal City to 31 percent for Albuquerque). More specifically, the null hypothesis that there is no difference in usage among the cities is rejected using a 95 percent confidence level test. Therefore, some explanations of the city differences were sought.

One of the possible reasons for intercity differences is in the composition of the respondent samples. Perhaps more students responded in one city than another, possibly giving rise to an unusually high usage rate. The effect of migrant worker responses is another area of intercity differences affecting sample composition.

The numerical procedure where the Native Country criterion is given in illustration (Table 3.3-3) is followed for other criteria. The results of corresponding calculations for these other criteria are given in Table 3.3-4. The format of this table consists of city code labels for the columns, the adjustment criterion and data rows for the total number of respondents to the question, the observed number of users, estimated users, the differential (observed - estimated) and the X^2_{city} contribution. Those criteria with low explanatory capability or that contribute little to the discussion are omitted.

The reference case, in which no attribute adjustments were made at all, shows Albuquerque and Santa Fe with considerably higher usage rates than expected and Tucson, Crystal City, Phoenix, and San Diego on the low side. Large X^2 contributions are used to identify the principal departures from expectation, allowing for both the size of the departure and the number of respondents from the city.

One observation is that the ability of a factor to explain city differences and its value in estimating usage rates are only loosely connected (see Table 3.3-5). Possession of a borrower's card is the strongest indicator of usage and also helps most in reconciling the cities. However, the criterion next in line in the city analyses (first language spoken) is far down the list in overall estimating help. The attribute and city analyses are not equivalent and can show different things.

The borrower's card question almost permitted the cities to be reconciled. If we had chosen a 99 percent confidence level, this criterion would have sufficed, but the null hypothesis is rejected at the 95 percent level. Taking first language spoken (Spanish or English) into account was next most helpful in reconciling the city sample differences and education level was third. The remaining factors in this group of criteria were not nearly so helpful.

Santa Fe had more users in its sample than would have been estimated after allowing for any of the personal attributes. Consideration of the education level aspect did the most to bring Santa Fe in line, but still the usage rate was high. In the criteria evaluation Santa Fe's performance is unusually good with respect to those who first spoke Spanish and to those who are bilingual. The reason is not obvious from any encouragement in the school and library systems and therefore must be suspect.

The pattern of unusually high usage among those who first spoke Spanish and those who are bilingual is repeated in El Paso. On the other hand, compensating for first language spoken left Phoenix with an abnormally low usage.

Albuquerque generally shows higher usage than expected, except for service to high school dropouts. Albuquerque has an abnormally high student usage rate that contributes to their basic usage figures and that appears to carry over when people leave school.

TABLE 3.3-4 CITY COMPARISONS, USER/NONUSER

CITY CODE	11	12	21	22	23	31	41	42	51	52	53	TOTAL
Reference Case												
Respondents	329	314	303	300	77	297	303	298	296	311	90	2,917
Users	67	61	74	61	19	73	105	102	85	91	14	752
Est. Users	84.7	80.9	78.0	77.3	19.8	76.5	78.0	77.5	76.2	80.0	23.2	752.1
Difference	-17.7	-19.9	-4.0	-16.3	-0.8	-3.5	+27.0	+24.5	+8.8	+11.0	-9.2	-0.1
χ^2	5.9	8.1	0.3	5.5	0	0.2	10.6	9.1	1.3	1.9	7.1	50.0
Q. 13. Employment Status												
Respondents	325	312	302	293	77	289	300	297	296	311	89	2,891
Users	67	61	74	61	19	69	105	102	85	91	14	748
Est. Users	77.6	67.3	79.1	76.3	19.5	85.3	76.0	79.1	82.3	82.4	23.4	748.3
Difference	-10.6	-6.3	-5.1	-15.3	-.5	-16.3	+29	+22.9	+2.7	+8.6	-9.4	-.3
χ^2	1.9	0.8	0.4	4.1	0	4.4	14.7	9.0	0.1	1.2	5.2	40.8
Q. 4. Education Level												
Respondents	319	312	286	281	75	293	296	289	287	308	90	2,836
Users	66	59	71	58	19	73	103	96	82	90	14	731
Est. Users	70.1	68.4	83.3	76.1	15.0	83.5	85.7	82.2	67.0	78.5	20.7	730.5
Difference	-4.1	-9.4	-12.3	-18.1	+4.0	-10.5	+17.3	+13.8	+15.0	+11.5	-6.7	0.5
χ^2	0.3	1.7	2.6	5.9	1.3	1.9	4.9	3.2	4.4	2.3	2.8	31.3
Q. 3. Age												
Respondents	327	313	303	287	77	297	302	296	296	310	90	2,898
Users	66	61	74	60	19	73	105	101	85	91	14	749
Est. Users	80.7	73.7	80.1	72.8	19.4	82.7	77.9	78.0	78.4	81.2	23.9	748.8
Difference	-14.7	-12.7	-6.1	-12.8	-0.4	-9.7	+27.1	+23.0	+6.6	+9.8	-9.9	0.2
χ^2	3.6	2.9	.6	3.0	0	1.6	12.7	9.2	0.8	1.3	5.6	41.3
Q. 5. Dropout Reasons												
Respondents	220	243	181	153	57	174	132	126	149	165	61	1,661
Users	32	39	33	25	13	27	13	32	21	23	2	260
Est. Users	49.7	33.7	25.0	22.4	7.9	27.1	21.8	20.6	21.3	18.1	7.8	259.4
Difference	-17.7	+5.3	+8.0	+2.6	+5.1	-.1	-8.8	+11.4	-.3	+4.9	-5.8	+.6
χ^2	8.2	1.0	3.0	0.4	3.8	0	4.2	7.6	0.9	1.5	4.9	35.5

TABLE 3.3-4 (Continued)

Q. 6. Languages Spoken

CITY CODE	11	12	21	22	23	31	41	42	51	52	53	TOTALS
Respondents	329	314	299	298	77	297	302	298	295	311	90	2,910
Users	67	61	73	61	19	73	105	102	85	91	14	751
Est. Users	80.1	75.2	69.4	75.6	17.1	87.9	89.4	84.0	69.3	80.6	22.5	751.1
Difference	-13.1	-4.2	+3.6	-14.6	+1.9	-14.9	+15.6	+18.0	+15.7	+10.4	-8.5	-0.1
X^2	2.8	3.5	0.2	3.8	0.3	3.6	3.9	5.4	4.6	1.8	4.3	34.2

Q. 7. First Language Spoken

CITY CODE	11	12	21	22	23	31	41	42	51	52	53	TOTALS
Respondents	261	238	203	232	50	213	175	260	188	264	78	2,162
Users	59	52	57	51	16	52	52	89	71	81	14	594
Est. Users	71.7	62.5	55.2	61.5	13.8	61.5	51.1	74.1	51.6	71.0	19.9	593.9
Difference	-12.7	-10.5	+1.8	-10.5	+2.2	-9.5	+0.9	+14.9	+19.4	+10.0	-5.9	0.1
X^2	3.1	2.4	0.8	2.5	0.5	2.1	0	4.2	7.3	1.7	2.3	26.9

Q. 11. Moves - Last Five Years

CITY CODE	11	12	21	22	23	31	41	42	51	52	53	TOTALS
Respondents	326	313	299	296	76	296	298	297	292	311	88	2,892
Users	66	61	74	60	19	73	103	102	83	91	14	746
Est. Users	84.3	78.2	76.3	75.9	19.4	73.7	84.2	77.6	75.0	80.9	20.3	745.8
Difference	-18.3	-17.2	-2.3	-15.9	-.4	-.7	+18.8	+24.4	+8.0	+10.1	-6.3	+.2
X^2	5.4	5.0	0.1	4.5	0	0	5.9	10.5	1.2	1.7	2.5	36.8

Q. 21. Have Borrower's Card

CITY CODE	11	12	21	22	23	31	41	42	51	52	53	TOTALS
Respondents	321	310	295	294	76	296	298	294	292	303	90	2,869
Users	65	60	73	61	19	73	105	99	85	89	14	743
Est. Users	68.8	68.1	84.4	82.2	17.9	72.1	85.8	82.2	85.1	81.7	14.8	743.1
Difference	-3.8	-8.1	-11.4	-21.2	+1.1	+0.9	+19.2	+16.8	-0.1	+7.3	-0.8	-.1
X^2	0.3	1.2	2.2	7.6	0.1	0	6.0	4.8	0	0.9	0.1	23.2

Patronage by level of education also distinguishes the cities, especially Albuquerque and El Paso compared to San Diego. Much of El Paso's favorable showing came from those with 5-12 years of education. In Albuquerque the gains over expectation were distributed additionally into the post-high school categories. San Diego's performance was low in all completed education categories. A large part of San Diego's low overall usage rate came from low student usage. A review of the usage by age group and by the nonstudent employment status group suggests that, as in Santa Fe, San Diego school habits carry over into the nonstudent population.

Crystal City is prominent in many of the analyses because its usage rates were considerably below expectation: its usage rate is about five percent low. A major reason for this showing was the group of 21 migrant workers in its sample of 90 respondents. None of this group was a user. Only one was a student, two were employed full-time, six part-time, eight were housewives, and four were unemployed. There is a long list of reasons why the migrant decides not to use the library. One reason in most libraries is the requirement for a local personal reference and usually a waiting period before books can be borrowed. Basically these measures are designed to protect the inventory of materials against loss. It is suggested that patron qualifications policies be carefully reviewed with respect to costs and benefits relative to the library's objectives. If a staff person could be saved or released for other duty at the expense of losing under 1,000 books per year the library would show a profit, besides putting 1,000 books in the hands of people who wanted them badly enough to keep them.

Table 3.3-5 presents another type of contingency table study of the data. This will be called an attribute analysis and is used to test the degree of association between usage and the differentiating criterion (e.g., native country). An attribute X^2 (X^2 attribute) will be computed and used to find an index of association. Various column totals from Table 3.3-3 are used to construct the contingency table. The entries are the number of respondents with both the row and column attributes. These tests do not separate the cities. The null hypothesis is that there is little or no association between usage and the criterion.

	NATIVE COUNTRY			
	United States	Mexico	Other	Totals
Users	644	98	8	750
Nonusers	1,603	522	39	2,164
Totals	2,247	620	47	2,914

$X^2 = 53.0$ With 2 degrees of freedom

$$CC = \sqrt{\frac{X^2}{N + X^2}} = 0.134$$

TABLE 3.3-5 LIBRARY USAGE VS. NATIVE COUNTRY

Not counting the totals, this 2 row x 3 column table, each cell containing the number of respondents satisfying the combined row and column attributes (e.g., 1,603 U.S. born nonusers). The number of degrees of freedom, D.F., is (rows - 1) x (columns - 1) = (2 - 1) x (3 - 1) = 2. That is, holding the totals constant, any two of the entries can be varied independently, but this will determine the other four entries. If no association exists between the row and column criteria, then the proportionate sizes of the cell populations will be the same from row to row; the expected and observed values, cell by cell, will be the same within round-off limitations. The corresponding value of $X^2_{attribute}$[5] and the level of association would be small. The previous discussion of X^2, degrees of freedom, level of confidence and null hypothesis applies. Conversely, a high X^2, high association, departure of observed from expected values and rejection of the null hypothesis go together. Said another way, knowledge of one of the criteria would be helpful in making estimates of the other.

It would have been instructive if the survey results could all have been plotted in some graphical way. However, most of the attribute categories cannot be expressed on meaningful scale. One is either a U.S. native or he is not, for instance. Thus the native country attribute is not a scalar quantity. While age and education level might have been treated as scalars, it was decided not to mix analysis methods. Therefore all responses were treated in a non-scalar fashion.

Lacking scalar quantities, we are denied the use of regression and correlation calculations. However, rough equivalents to regression and correlation coefficients can be seen in average usage rates by attribute and some index of association can be used to rank criteria systems by their "explanatory" power. None of the standard measures of association was fully satsifying. An index called Coefficient of Contingency (CC)[6] by its author, Karl Pearson, was selected for use. This measure has the virtues of being moderately simple, being bounded by zero and one and allowing for differences in overall sample sizes.

The coefficient of contingency (CC) is an index of the degree of association of usage with respect to the criterion grouping.

$$CC = \frac{X^2_{attribute}}{X^2_{attribute} + N}$$

where $X^2_{attribute}$ = resulting chi-square accumulation from the table

N = number of respondents to the question

CC rises as association increases, obviously being bounded by zero and one. This is only one of several candidate association measures. None of them is claimed to do much more than help compare analytical results,

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[6] $X^2_{attribute}$ differentiates this from X^2_{city}.

[7] See "The Advanced Theory of Statistics, Vol. I," M. G. Kendall; Charles Griffin & Co., London 1946.

A high Chi-Squared and a high coefficient of contingency indicates a strong association. The coefficient of contingency can vary from zero to a number less than one, with values over about 0.2 being interesting.

The resulting X^2 in this case (native country) is 53.0 and the number of degrees of freedom is 2. Table 3.3-1 shows that X^2 (not restricted to X^2_{city} or $X^2_{attribute}$) would have to be 6.0 or less to accept the null hypothesis. Hence, we conclude that native country is associated with usage. Note that claiming a cause and effect relationship is a much stronger and quite a different matter from claiming association. This point should be kept in mind when examining any of the factors for association, and claims of cause and effect should be avoided when examining in this manner.

The usage rates by city have already been given in Table 3.3-2 and broken out by native country in Table 3.3-3 Section 3.3 also contains a description of two intercity analyses, one without making any user attribute adjustments and another compensating for differences among the city samples with respect to native country. The intercity analytical results were summarized in an X^2_{city} value that indicates how well knowledge of the attribute helps explain city differences. The same data, using the total number of users in all cities, was used to assess the degree of association between usage and this particular attribute. The first procedure will be called a city analysis and the second an attribute analysis, recognizing that both involve user attributes and both are contingency analysis methods.

Several user and nonuser questions were identical, and two others were similar enough to make treating them as identical. Some of the questions covered criteria similar to the national census (e.g., age, education). These results are considered the most useful for developing usage estimates in local situations. Some of the other questions in this group are useful in gaining insights, but are less valuable for making usage estimates since they would require too much data collection effort by the library administration, and in some cases would not help in determining new or different services.

The results of the city and attribute analyses are summarized in Table 3.3-6. The first and second columns of this table give the question numbers on the nonuser and user questionnaires. The next column gives the general topic of the question. It should be noted that responses reflect the respondents' perceptions of the question asked and/or the information requested.

The fourth column summarizes the results of the city analysis in terms of the Chi-Square (X^2_{city}) value after adjusting the various ways of categorizing respondents. The last three columns contain the attribute analysis results: the $X^2_{attribute}$ value from the attribute contingency table, the number of degrees of freedom (D.F.) in the table and the Coefficient of Contingency (CC) corresponding to the X^2 and number of respondents to the particular question.

TABLE 3.3-6 CITY AND ATTRIBUTE ANALYSIS SUMMARY

QUESTION NUMBERS		TOPIC (3)	CITY**	ATTRIBUTE		
Nonuser(1)	User(2)		X^2_{city} (4)	$X^2_{attribute}$ (5)	DF (6)	CC (7)
		City (2)	50.0	NA	NA	NA
1	1	Native country	36.7	53.0	2	.134
2	2	Male/Female	48.3	49.3	1	.129
3	3	Age	41.3	146.3	5	.219
4	4	Educational level	31.3	248.7	5	.284
5	5	Dropout reasons	35.5	21.6	5	.113
6	6	Languages spoken	34.2	104.2	3	.186
7	7	First language spoken	26.9	20.2	1	.096
8	8	Language spoken most often	37.1	134.3	1	.216
9	9	Language read most often	38.3	93.2	1	.181
10	10	Books read in last year	40.6	422.1	3	.359
11	11	Moves, last 5 yrs.	36.7	8.6	4	.055
12	12	Moved in last 12 months	43.9	2.7	1	.031
13	13	Employment Status	40.8	273.3	6	.295
15	15	Public library in community	54.0	128.9	2	.207
22	21	Have borrower's card	23.2	804.0	1	.468
40	38	*Lib. advertises on television	43.0	0.3	1	.010
41	39	*Lib. advertises on radio	39.9	1.7	1	.026
17	53	SSA meetings in library	33.5	3.0	1	.035

*Omitting "Don't know" responses by users.

**All eleven cities are retained throughout. Ten degrees of freedom are assumed resulting in an acceptance of $X^2 < 18.3$ at the 95 percent level of confidence.

The first line with "City" as the topic contains a reference X^2 value for the city analyses. It was produced by using the null hypothesis that there were no significant differences in library usage among the cities regardless of sample compositions. This starting X^2 value is 50.0. Our acceptance level of X^2 is 18.3 (with D.F. = 10), for a spread of about 32 points. A criterion or method of classifying respondents is regarded as useful in explaining differences among the city samples to the degree that its X^2_{city} approaches or goes with the 18.3 value. The balance of the 32 points is left to be "explained" by library system characteristics and other attributes.

No corresponding reference value can be computed for the attribute analysis data since no criterion is being examined for the case. A coefficient of contingency (CC) value of 0.2 will be used as an arbitrary threshold of interest.

Discussion of possible potential use of attributes findings follows.

The attribute results have the most direct pragmatic value, guiding the choice of criteria for estimating usage and, more important, for selection of the target group for which new programs are to be developed. However, there is much more information in the data than this. A large part of its value is in determining factors to examine more closely. In some cases the question, "Why doesn't this factor make a difference?" is more instructive than the opposite question for some other factors. The questions will be discussed in three groups. The first group contains items that should be obtainable from census sources. The second group deals with personal attributes that are unlikely to be matters of public record and the third group emphasizes the library/patron relationship.

First Group of Questions -- Statistics. Age, sex, native country, education, and mobility data are most likely to be readily available to a library administrator. Among these, employment status produced the highest CC value and hence gives the best basis for usage estimation. There were seven response choices for this question, and, from these, two main groups emerged: student and nonstudent. The overall student usage rate was around 57 percent, most secondary school age, and primarily involved school libraries. If this group is set aside, the remaining groups still show some differentiation, but the differences are much less striking. Part-time and full-time workers are about the same at 26-27 percent usage, housewives and unemployed persons group at around 19 percent and retired persons at about 13 percent. Twelve of 41 in the "Other" category were users. From these results, the categories could be simplified, for example, to three groups: students, wage-earners and persons with flexible schedules.

Usage rates also seem to be associated with the importance of information to a given group and, by extension, that group's general level of aspiration. (Information is used here in a technical sense, meaning ideas, thoughts and data that are new to the individual. Being told something you already know or being led through a familiar pattern resolves no previous uncertainties and hence does not involve the transfer of information.) There is a danger in trying to extract too much from a few figures, but based on this data, it appears that information projects will draw more users than entertainment programs (story hours, etc.).

The issue of why people go to the library was addressed in user question number 56 and the results tend to reinforce the idea of the importance of information. Respondents were offered a list of 14 reasons and were allowed any number of choices. The composite results are given in Table 3.3-7 and are broken out by Employment Status in Table 3/3-8. (Non-responses to the employment question reduced totals slightly in the latter table.)

The reasons for visiting a library were quite similar from group to group and also quite traditional, except for unsurprising departures such as housewives tending to take children more often than the others. The four reasons chosen most often account for over 70 percent of the responses:

- Read or borrow books.
- Get employment information.
- Obtain special information.
- Check out materials to take home.

Here we can see the diffused nature of the dual problems of identifying a target group and devising suitable programs for such a group. There is much overlap in interests among the groups, at least when classified by employment status. Initiating programs to attract more housewives and unemployed will probably have a spill-over effect on other groups.

It is interesting also to note the usage reasons cited least frequently. These reasons were very seldom given alone, implying that a person would probably become a user initially for more traditional reasons and perhaps would grow to these other uses. There is some self-fulfillment in the figures; users tend to go for services emphasized by libraries and cite the less emphasized services more seldom. This opens the important issue of stimulation and reaction between libraries and constituents.

TABLE 3.3-7 SUMMARY OF USER QUESTION 56 RESULTS

(Why do you go to the library?)

Response Number	Option	Responses	Rank
1	To meet friends	40	9
2	To take children there	180	5
3	To read or borrow books	542	1
4	To use audio-visual aids	34	10
5	To attend a special library program or tour the library	28	13
6	To obtain special information	327	3
7	To attend a library story hour	31	12
8	To look at films	52	7
9	To listen to recordings	51	8
10	To do school work	176	6
11	To get information relative to employment	381	2
12	For translation assistance	33	11
13	To attend community meetings	9	14
14	To check out materials to take home	302	4
	TOTAL	2,186	

TABLE 3.3-8 REASONS FOR VISITING A LIBRARY

(See notes on next page for column & row descriptions)

EMPLOYMENT STATUS								
Response Number	Stu. 13.1	Work F.T. 13.2	Work P.T. 13.3	House-Wife 13.4	Ret. 13.5	Unem. 13.6	Other 13.7	Total
1	18	7	2	7	4	1	1	40
2	12	42	14	103	3	3	2	179
3	167	116	38	164	15	33	7	540
4	15	9	0	7	0	3	0	34
5	9	4	2	12	0	1	0	28
6	121	83	21	74	7	18	5	329
7	11	4	1	13	1	1	0	31
8	21	11	1	12	1	5	0	51
9	21	13	0	8	2	5	1	50
10	121	22	4	16	0	10	1	174
11	148	77	21	98	9	23	4	380
12	12	6	1	9	2	3	0	33
13	0	6	0	2	1	0	0	9
14	114	56	16	86	8	18	3	301
TOTAL	790	456	121	611	53	124	24	2,179
RESPONDENTS	217	169	60	230	19	41	12	748

Education level and age are next in this group in their association with library usage. Education and age are strongly correlated in this sample; education levels are consistently lower for successively higher age groups. Knowing the age distribution of the population is not exactly equivalent to knowing the educational distribution. However, if either one of these is taken into account in an estimate, there is little residual improvement to be made by also adjusting for the other attribute. Success with information and familiarity with libraries go with education, leading one to expect usage to be associated with education.

Considerable restraint should be used in extending the educational distribution to larger segments of the population. The reason comes from an inadvertant feature of the way the sample was taken. The sample was drawn from areas of high Mexican American concentration: barrios. Barrios are characteristically low income areas. Persons familiar with such areas and the attitudes of the people in them have said that the people would like to move out and do so as soon as they are financially able. The mobility threshold is estimated at about $6,000 - $8,000 family income per year. Families above this level diffuse into areas of much lower Mexican American concentration and hence would not have been surveyed. Those moving out are frequently replaced by low income families. Low income and low educational levels for heads of households go together. Children in the barrios tend to get better educations than their parents. Then they leave. Briefly, there are some interactive factors that are not obvious on the surface, but that should not be forgotten.

The remaining criteria that might be covered by census-type data showed considerably less association with usage (attribute coefficients of contingency below an arbitrary value of 0.2). These criteria include native country, sex and the two questions on mobility. This does not mean that they were similarly unhelpful in accounting for differences in the city usage rates, only that they are not as valuable in making general usage estimates. One interesting finding is that mobility (changing residence) makes so little difference. The $X^2_{attribute}$ values for both the mobility questions were small enough that the observed variations could be blamed entirely on random sampling effects. Mexican Americans appear to average five to six years in one home, as does the general U.S. population and to carry their library habits with them. The principal departure from the usage and mobility pattern is in the markedly lower usage rate for those who have moved more than six times in the last five years. The largest portion of this group were 21 migrant workers interviewed at Crystal City. None of these people was a user. The remainder of the persons in this group of 58 frequent movers had a usage rate within a few percent of each of the other mover groups. Responsibilities to migrant workers and transients, in general, is an interesting subject, but the statistical base in this study is too small to support a useful discussion. This unbroken group of 21 nonusers out of Crystal City's total of 90 respondents strongly and persistently affected Crystal City's contributions in the intercity analyses.

Neither classification by native country nor sex produced an interesting degree of association with usage.

Second Group of Questions -- Personal Attributes. The second group of questions common to users and nonusers bears on books read, languages read and spoken and high school dropout reasons. These types of data are generally harder to find. Hence, collecting data for this group of questions is more likely to take special effort on the part of the library system.

It is not surprising to learn that usage is strongly associated with the amount of reading a person does. Two-thirds of the nonusers reported reading zero, one or two books in the last year. If this group is to be changed into users, it appears that some basic reading habits will have to be addressed. This probably means an emphasis on simple materials that give the reader benefits he can readily recognize; a book on car repair would probably draw more new patrons than one on poetry.

Many respondents had difficulty deciding which language they spoke most often. English was usually used most often away from home and Spanish in the home in these cases; Spanish was evidently the "voluntary" language. Those reading and speaking Spanish most often had markedly lower usage rates. Those who spoke English only had the highest usage rate, both Spanish and English were next and Spanish only, the lowest rate. The impression to the Mexican American that libraries are for Anglos is reinforced by the typical library reports of one percent or less of their materials being in Spanish. Since the objective is to bring those who may prefer to read Spanish into the library, then more Spanish materials will be needed. This is part of the price in reaching those who at this time are more conversant in Spanish, whatever any subsequent objectives may be (assimilation, bi-cultural development, etc.). It should also be observed that usage is associated more strongly with current skills and preferences than with "first language spoken." People do adapt, perhaps even to changes in libraries.

There was little association of usage rate with the main reason for dropping out of high school. A total of 1,661 out of 2,592 nonstudent respondents (64%) reported being dropouts, indicating a potential area of library services: stock reference and text materials for courses outside the regular educational system or in cooperation with it, particularly in the area of GED preparation, and, perhaps, offer GED programs directly.

Third Group of Questions -- Library/Patron Relationships. The third group of questions deals with library-community contacts. Out of all the questions, usage was most strongly associated with possession of a library borrower's card. It is hard to know whether this finding is exploitable in the attraction of new users. The problems of credit card companies relative to unsolicited mailings have been well advertised. However, since libraries are supported by taxes, perhaps each taxpayer should be given a card to his nearest library without having to ask for it. Another approach could be to compose the mailing list from voter lists.

The next three questions deal with the effectiveness of library advertising and image-building. Is there a public library in your community? Does the library advertise on television? on radio?

At least one of the libraries surveyed in each city reported the use of broadcast advertising, but most branches reported that they did not advertise. It is also quite possible that one or more of the branches not surveyed also advertised, making it reasonable for both users and nonusers to be aware of such advertising.

Most of the library advertising that the investigators have heard deals with special events at specific locations, frequently involving presentations by experts. "There will be a lecture on Tuesday at 8 p.m. by Mr. Expert on the subject of (his specialty) at the Blank Branch Library." There are hurdles of schedule, subject interest and location to be passed for a person to attend.

It is expected that those who responded to the advertising lived moderately close to the advertising library, had a fairly strong interest in the subject and could arrange his schedule compatibly. Failure of any of these tests would make a person unresponsive. It is suggested that the advertising and the programs being advertised be revised to not explicitly advertise one event, rather that it feature the overall value to the community and its interests.

The user surveys were taken primarily in cities. Plots on city maps showed that few of the respondents could have been more than about two miles from a public library. Forty-seven percent of the nonusers and 25 percent of the users said No or Don't Know to the library in community question. Perhaps many of these responses were unspoken "It's not my community."

It must be concluded that the advertising had no effect in converting nonusers into users. In particular, it did not make many of the nonusers aware of how to find and recognize "his" library.

One program approach could be to emphasize systemwide citywide advertising of coordinated actions. There could be a program of monthly "specials," choosing topics appropriate to the season and especially appropriate to those who are on the borderline of being converted to users. These might be Spanish/Mexican history before the fifth of May, vegetable gardening around the planting season, income tax in early April, religious festivities in December, children's books in October, novels in November, various sports in their seasons, car repair, house repair, how to do things through the political system, etc. These materials could be made especially convenient in all libraries during these periods.

SECTION 4.0 SURVEY OF PUBLIC, SCHOOL AND JUNIOR COLLEGE LIBRARIES

4.0 SURVEY OF PUBLIC, SCHOOL, AND JUNIOR COLLEGE LIBRARIES

To increase the understanding of library usage by the entire community and by the Spanish speaking segment of that community, random surveys were conducted at the professional level (supervisory and staff) of both the public and school library systems in the same five states that the library user/nonuser surveys were conducted. The purpose of these surveys was to view the problem from the vantage of state and city officials and librarians and to evaluate their resources, near term goals and projected aspirations in order to determine what the libraries are doing, or intend to do, for the Spanish speaking community.

The results of this series of surveys attempt to describe the environment within which any improvements are to be achieved. Even though the thrust of the questions was clear, every effort was made to obtain undistorted information. It was recognized in the preparation of the questionnaires that library systems in the United States developed from a predominantly English speaking culture and for a variety of reasons tend to emphasize the desires of the major ethnic group. Taking these tendencies as given, the bulk of the questions dwelled on the conscious efforts of the libraries and library systems to encourage use by the Spanish speaking community.

A wide range of topics was addressed in the questionnaire. They include library personnel considerations (language skills, training, promotional practices, clerical assistance and hiring practices), media resources (type, quantity, selection policies, percent in Spanish, special collections, etc.), advertising, community relations, administrative structure and methods, facilities, user aids and skill development and programs. The questionnaire data was augmented by studies of the local political and administrative structures within which the libraries operate and get their support. Major attention was paid to school libraries to determine the extent of availability of education library services.

It is one purpose of the program to illuminate the areas of need within the public school library system, so that greater emphasis may be placed upon meeting the requirements of Spanish speaking youth in an educational setting. This is especially important since it is at the educational level that Spanish speaking youth will learn to use and appreciate library and information center services and facilities.

Also included in this Chapter is a section on junior and community college libraries. The survey of these institutions was conducted in a different manner than the other portions of the study. As it was felt that the community college is the principal point of academic entrance for young Mexican Americans, all community and junior colleges located in the five states and listed in the American Association of Junior Colleges' 1972 Junior College Directory[1] were asked to complete the questionnaire.

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[1] American Association of Junior Colleges, 1972 Junior College Directory (Washington, D. C.: AAJC, 1972).

4.1 Information Base

Five different survey instruments (questionnaire types) were used in the collection of library systems data. These questionnaires were mailed to the respondents and were self-administered, with a liberal amount of telephone follow-up to clear up questions and to achieve a high proportion of returns. The respondents were chosen on the basis of proximity and expected service to the Spanish speaking community and, in some cases, potential influence on system-wide library policy. The five survey instruments sent out were as follows:

> Type 1. Screening Questionnaire for Administrators (given at the supervisory level); responses from 15 public library sytesm, one penitentiary.
>
> Type 2. Questionnaire for Administrators of Libraries (given at the librarian[2] level); responses from 20 public libraries, one VA hospital.
>
> Type 3. Screening Questionnaire for Administrators of School Library Service (given at the supervisory level); 74 public school, 4 parochial school responses.
>
> Type 4. Questionnaire for Administrators of School Library Services (given at the librarian level); 81 public schools, 5 parochial schools, 1 school for the deaf responded.
>
> Type 5. Questionnaire for Community/Junior College Administrators; 78 responses.

The survey instrument returns (including the responses from a VA hospital library, a penitentiary library and a school for the deaf library) have a distribution throughout the eleven sites surveyed. Additionally, responses were received from junior colleges throughout the five states of the study.

4.2 Survey Data

In order to facilitate replication of this study, the data collected from the various sources surveyed is included in this report. (See Appendix.) The areas included are those listed in the preceding section.

This chapter is a discussion of the findings of the survey. Obviously, some of the areas examined are much more relevant to the specific problems of Mexican Americans than others; nevertheless, all major areas covered in the questionnaire are discussed.

It would be improper to classify these conclusions with the analysis of section 2.0, since the sample size of library administrators is smaller.

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[2] The term "librarian" is used in this report to designate that person holding the title of librarian. This does not necessarily indicate either library science degree or previous library experience.

These conclusions, therefore, cannot be statistically evaluated but are drawn from the inferences of the user/nonuser surveys and the known attributes of the local environment.

Throughout the section, if less than the total surveyed answered a specific question, the number of respondents to that particular question is given.

4.3 Public Libraries

The information discussed in this section was provided by two groups: library administrators, or those responsible for major policy and decision making, and the librarians, or those concerned with the direct operation of the libraries surveyed.

In 1966 the Public Library Association and the American Library Association set minimum standards for public library systems. In a general discussion of the functions of the public library, there is the following statement:

> It is noted to be expressly understood that each principle and standard noted... applies to all ages and all groups in the community, and that a standard is not achieved if its provisions are met for one part of the population but not for another. The library which serves only the literate who request service is failing to meet its responsibilities just as surely as the one which povides too few books or makes do with illtrained staff.[3]

Bearing this statement in mind, it is interesting to examine some of the public library systems in the southwest and their services to the Spanish speaking community.

4.3.1 Personnel -- Public Libraries

Public libraries spend by far the greatest percentage of their operating budgets on salaries for personnel. For the five states surveyed here, the percentages are:[4]

STATE	PERCENT OF OPERATING BUDGET EXPENDED FOR WAGES & SALARIES
Arizona	65.0
California	65.2
Colorado	68.1
New Mexico	72.5
Texas	61.1

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[3] American Library Association, Minimum Standards for Pulbic Library Systems, 1966, (Chicago:ALA, 1967), p. 9.

[4] National Center for Education Statistics, Statistics of Public Libraries Serving Areas with at Least 25,000 Inhabitants,(Washington, D.C:U.S. Gov't. Printing Office, 1970), TAble 3, p. 10.

Of 245 librarians employed in the public libraries surveyed here, 44, or 17 percent, are Spanish speaking, and only nine are Spanish surnamed. Half of the librarians attend community and Spanish speaking group organization meetings.

Of the 526 supportive staff members, 137, or 26 percent, are Spanish speaking. Twelve of 20 libraries responding utilize part-time Spanish speaking workers from the community as paid library aides. Of the libraries who do have Spanish speaking employees, most of these persons do work with the Mexican American community.

Only seven of 19 libraries have recruitment programs for Spanish speaking librarians and supportive staff members, and only three of 19 have special job advancement programs for Spanish speaking employees. While such programs are certainly not the only method for assuring that sufficient numbers of minority personnel will be hired, it is nonetheless a definite advantage to have a written policy encouraging such hiring practices.

None of the libraries surveyed has in-service training programs to enable staff members to understand and cope with the unique information and library needs of the Spanish speaking. While such programs would not overcome the need for Spanish speaking library employees, they would enable the Anglo and other librarians to better serve the Mexican American community.

With the exception of San Antonio, which has a total of six Spanish speaking members on various library boards of trustees reported by respondents, there is very little reported Mexican American representation on these boards in the southwest.

4.3.2 Materials -- Public Libraries

Though the figures vary widely among the cities surveyed, the numbers and percentages of books and periodicals in Spanish are small, regardless of the size of the Spanish speaking population.

The number of nonprint materials (in both Spanish and English) offered by the libraries surveyed is astonishingly low.

While standards for many media were not set in 1966, the ALA made the following comment at that time:

> Audio-visual materials are a useful and desirable means of promoting continuing education. They are basic, independent resources in many subject areas and for many activities, rather than supplementary as they are generally considered.[5]

Standards were set, however, for films and recordings,[6] and these have not been met by most of the libraries surveyed here.

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[5] ALA, op.cit., p.44.

[6] Ibid., p. 45.

The failure to meet these standards and develop better nonprint collections is perhaps best explained by the low priority level put on nonprint media by the libraries. In no case are the nonprint materials expenditures more than a small percentage of the expenditures for print materials.[7]

With the possible exception of Santa Fe's English language collection, virtually no library has made any type of attempt to diversify its media. There is every indication that these libraries are relying on print-oriented collections to reach a population that might greatly benefit from nonprint materials.

Considering the size of the service populations in the areas surveyed, it would seem that public libraries should wait no longer to begin trying to determine and meet the needs of those populations.

4.3.3 Facilities -- Public Libraries

The American Library Association says that libraries "should be located in places frequented by the people of the areas served."[8] Most of the respondents to this survey report at least one library in the Spanish speaking area, and in 13 cases, more than one. Only two respondents indicated there were no libraries in the Spanish speaking area. For exact locations of libraries in the cities surveyed, see Section 2.1, Demographic Data, where a discussion of bookmobile data can also be found.

In addition, four systems have funds for new or addition library facilities within the next two years in or near Spanish speaking communities. All libraries except one are less than five blocks from the nearest bus stop, and 14 are less than two blocks away.

Only one library is open more than 66 hours per week, which means that the majority of the libraries do not meet the ALA standards for hours of operation for public libraries.[9] Other than this criterion, there would appear to be adequate physical facilities in the Spanish speaking communities in most of the areas surveyed here.

4.3.4 Programs -- Public Libraries

> "The library has the responsibility to serve all the people in the community. Many individuals and groups, not having access to specialized libraries, require special attention that can be given through specialized materials and services of the public library. These individuals and groups include, among other ... the

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[7] National Center for Educational Statistics, op.cit., Table 8, pp. 83-100.

[8] ALA, op. cit., p. 62.

[9] The central library should be open at least 66 hours per week and community libraries should be open from 66 to 72 hours per week in cities with populations over 25,000. ALA, op. cit., p. 62.

economically, educationally and culturally disadvantaged..."[10]

The programs presented by the public libraries should be fulfilling the needs of the community. Regular programs and programs of special interest may attract the nonuser who has no primary interest in activities such as borrowing books.

Even though "longer than five years ago" was a possible response, only four of 17 libraries responding had made surveys to determine the information needs and library behavior of the Spanish speaking. Only one indicated such a survey had been made during the past year. The ALA says a periodic study of the community should be made at least once every 10 years.[11]

Seven of 19 libraries have someone on their administrative staff whose time is devoted to determining community needs and translating them into programs. All seven are librarians, and four speak Spanish.

Only one respondent said the materials offered by the library were relating poorly to the community, while 12 said they were relating satisfactorily, and four said very well. (It should be noted that these observations were made, in most cases, without benefit of any type of survey.)

Five of 12 respondents said there are other needs in the Spanish speaking community served that are not now being met. Some of the needs specifically mentioned were: more hours of service at night and on Saturdays; vocational-technical materials in Spanish; biographies and popular novels about heroes and culture of Mexico and the Chicano movement; and special audio-visual materials. Only six of 18 libraries provide the opportunity for Spanish speaking users to review service policies.

Ten of 19 surveyed libraries have service activities especially tailored to supply library and service information needed by the Spanish speaking community. Special programs where specialists conduct assistance or demonstration programs for the Spanish speaking are offered by only three of the libraries surveyed. Thirteen of 18 cooperate with other agencies to provide assistance or referral services to the Spanish speaking, and in several cases the libraries sponsor activities in conjunction with other agencies in the Spanish speaking community (such as Community Action Programs, etc.).

Only 12 of 19 libraries have an organized cooperative program between school and public libraries in service programs, although the ALA specifically states, "Public, school, and academic libraries should work together to provide coordinated service to students."[12]

Instruction in general use of the library or information resources other than card or book catalogs is offered in all libraries responding. Thirteen offer usch instruction in both Spanish and English, eight in English only.

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[10] Ibid., p. 33.

[11] Ibid., p. 65.

[12] Ibid., p.21.

Ten of 22 libraries have no pamphlets or maps available describing the library and its general layout. Of those that do, eight are solely in English, with only four in both Spanish and English. Only two libraries have directional signs in both Spanish and English.

All libraries except one regularly display exhibits of some type, and more than half have displays for Spanish speaking groups although in 10 of 17 cases they are not prepared with the assistance of the Spanish speaking community.

There are some recreational programs offered by libraries, but very few are in Spanish. In addition to these programs, story hours are offered by 17 libraries, eight of which are held in both Spanish and English. Book talks are offered in both Spanish and English in five libraries; 11 offer them in English only.

Most libraries do not provide any tutorial service to the Spanish speaking community in addition to guidance in the use of library materials and information sources. Of those that do, adult education (four respondents) and vocational couseling (three respondents) are the main areas. One of the most obvious possibilities for a library is literacy programs, which have not been developed in the libraries surveyed here, although there are several such programs in the U. S.[13]

Three libraries provide a baby sitting service so that parents can attend library sponsored activities.

In order for people to make use of library facilities and programs, they must first be aware of them; most of the libraries surveyed here have some type of advertising system. Posters in both Spanish and English are displayed in the communities served by eight libraries. They are used both to announce special programs and for general information concerning regular hours and services. Two-thirds of the libraries responding regularly contribute articles or advertisements to newspapers or other publications, although only one does so on a daily basis. Of those surveyed, 16 advertise in Spanish language newspapers or in publications directed to the Mexican American community. The majority also use radio spot announcements, many on Spanish language programs. These are used primarily to announce regular hours and services, but are also used to a small degree to inform of library programs of special interest to the Spanish speaking, Twelve of 25 respondents have similar spot announcements for television. Most libraries do not, however, do special programs for radio and television directed at the Spanish speaking, and only four do so on a regular basis.

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[13] Bernice MacDonald, Literacy Activities in Public Libraries: A Report of a Study of Services to Adult Illiterates, (Chicago: ALA, 1966).

4.4 School Libraries

There is no simple criteria which can be used to judge the value of school libraries to an entire student population. It is doubly complex to determine its value to a group which has had language, cultural values and economic barriers to overcome before it can utilize services the school library offers. To the present time, though perhaps well meaning, the schools have not addressed themselves to the Mexican American minority as a select group that needs special consideration.

The reality is that the Anglo American migrating from the south and eastern parts of the United States established or transformed the schools and libraries to be English language institutions, altered the concept of education to the accepted mode of their previous environment, constructed edifices with southern and eastern character--and pushed Mexican influences to the background. Unsympathetic to Mexican culture, they completely revamped existing bilingual schools by legislation.

The problem with this rapid and unidirectional tranference of language and culture is that it left an entire population unable to cope with a different environment. Not only was a language barrier put up, but situations and objectives foreign, and sometimes undesirable to the students, were advanced. The young student coming from a predominantly Spanish speaking home cannot adjust readily to the language--and therefore the new knowledge--to which he is exposed. Therefore, he is stereotyped as a low achiever--and is the victim of self-fulfilling prophecy. As a low achiever, the school library is irrelevant to his needs--and the circle closes on itself.

The logical course open to the schools, assuming a shared desire to help the Mexican American gain the tools with which to achieve economic well being, is to inculcate the student with a high desire for education. To date, the school systems have not succeeded. In its insistence that the Mexican American conform, it has "turned him off." The data accumulated from the survey and from other sources illustrates the minimal accomodation that the school systems, and the school ibrary as a sub-set of the system, have made.

Supervisors of school library systems were asked questions pertaining to the four general areas of library services (personnel, materials, facilities, and programs). These systems have an effect on individual school libraries both as places for additional resources and as promoters of new programs.

The supervisory responsibilities of the respondents in this category ranged from district and county systems with several libraries to the regional library which exists as an entity The responses of the single school library supervisor are redundant to the information accumulated from the non-supervisory adminsitrator of the school library (type 4) questionnarie. Therefore, in the tabulation, only the responses from school library systems with multiple facilities are given. This tabulation lists only those cities where district or county school library information was gathered.

The tabulation of this section is the view taken from within the operating school library. Only those questionnaires answered by librarians whose function is to operate individual school libraries are catalogued. In this tabulation no attempt is made to differentiate between the elementary, junior high school and high school libraries. The assumption is made that the basic policies of these school levels are common.

While once again examining the four major areas of library services, the questions asked of the librarians dealt more directly with the needs of the library user than did the questionnaire aimed at the supervisor of a district library system.

A few parochial schools were surveyed to determine if there are differing philosophies of library service. Since a large majority of Mexican Americans are Roman Catholics, the original intent of the study was to examine a large number of parochial school libraries; however, this was rejected when it was observed that few Mexican Americans attend parochial schools due to the increasing costs of such attendance. The few parochial schools with a representative Mexican American population were surveyed and a discussion of those findings is included.

4.4.1 Personnel -- School Libraries

Trained and dedicated personnel are the key factor in establishing meaningful school library services. It is they who must choose and utilize the facilities and materials available in such a way that will produce effective programs for Spanish speaking students. From our survey, we find that many school librarians see themselves as functioning adequately as an information base for the Spanish speaking students. In this context then, it is interesting to note certain characteristics of library personnel in the areas surveyed.

Nearly every school library has at least one librarian, with the exception of a very few schools. These exceptions are at the elementary school level, where in some schools in certain areas one librarian is responsible for four elementary school libraries.

Of the 92.75 [14] librarians in this sample, 12 percent are Spanish surnamed. Thirty (45 percent) of 66 respondents speak Spanish to some extent. Of these 30, 29 indicated the level at which they speak Spanish:

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[14] Based on full-time equivalents.

LEVEL	NUMBER	PERCENTAGE
Native	8	27%
Good	4	14%
Average	2	7%
Fair	6	21%
Poor	9	31%

Based on a figure of 29 out of 65 respondents (disallowing the one respondent who did not indicate his level), 12 percent of the librarians speak Spanish as their first language.

A study for the United States Commission on Civil Rights[15] surveyed a larger sample. From this data we find that at the secondary level 2.7 percent of the librarians are Spanish surnamed. The balance of the librarians are Anglo, 93 percent, Black, 4 percent, and Other (which includes Oriental, American Indian, etc.), .3 percent.

At the elementary level, there are 5 percent Spanish surnamed librarians, as oppesed to 87 percent Anglo, 7 percent Black, and 1 percent Other. New Mexico, with 6.6 percent Spanish surnamed librarians, has the highest percentage in the states surveyed at this level.

The latter report also provides a look at two general evaluation indicators of professionals: education and experience. At the elementary level, 20 percent of the librarians have no degree, 32 percent have a master's degree, and the balance have a bachelor's degree. Arizona leads this category with 46 percent of its elementary librarians having a master's degree. Insofar as experience is concerned, 34 percent of the elementary school librarians have more than 15 years experience, 43 percent have 5 to 15 years experience, and 23 percent have less than 5 years experience.[16]

The educational range at the secondary level is as follows: three percent of the librarians have no degree, 40 percent have a bachelor's degree and 57 percent have a master's degree. Arizona leads here again, with 79 percent having master's degrees. The experience level shows 13 percent with less than 5 years experience, 31 percent with 5 to 15 years experience, and 56 percent with more than 15 years experience.[17]

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[15] J.A. Reyes Associates, Inc. Final Report: Analysis of Financial and Facilities Data of the Public School Systems in the Southwest Related to Mexican-American Students, (Washington, D.C.: J.A. Reyes Associates, Inc. for Civil Rights Commission Contract No. C.R. 1649, 1971), general research on file.

[16] Ibid.

[17] Ibid.

While the experience figures at both levels show that many schools have librarians with a great deal of experience, generally an indicator of competence, it also points out that there are fewer young librarians who are likely to have had training in recently developed areas of ethnic education. There is also the possibility that a number of these more experienced librarians will be retiring in the near future, indicating a great demand for trained professionals within the next few years. The qualifications for such positions will also probably include some teacher education, as half of the respondents indicate they take some part in the teaching (as opposed to curriculum material selection) aspect of curriculum designed for the Spanish speaking students.

As a whole, the educational systems do not have an active recruitment and/or advancement program for Spanish speaking librarians and supportive staff members. Of 52 reporting, only 18, or 34.6 percent, have a recruitment program for Spanish speaking staff. Seven of 53 respondents (13.2 percent) have a special job advancement program for the Spanish speaking.

Most schools have at least one supportive staff member for the librarian. Of these staff members, 25.9 percent are Spanish speaking. Where Spanish speaking and/or Spanish surnamed persons are employed, the majority do work with Spanish speaking students. Part-time Spanish speaking aides from the community are utilized by 26 percent of the respondents. No attempt was made here to discern whether aides were used at all, student or non-student, etc. The 74 percent of those who responded "no" to the question, "Are part-time Spanish speaking workers from the community utilized as paid library aides?" quite probably includes a number of respondents who have no paid part-time aides at all.

Of 43 respondents. 77 percent indicated the educational system has a community advisory board from the Spanish speaking communities. Only one of five parochial schools indicated it has such a board. The United States Commission on Civil Rights found that 10 percent of board of education members in the southwest are Mexican American, with 87 percent Anglo and tree percent other minority groups making up the balance.[18]

For the most part, Mexican Americans are under-represented on boards of education. Proportionately, for the southwest as a whole, the USCCR found that the Mexican American representation of the school enrollment is nearly three times greater than its proportion of school board membership. Only in New Mexico are Mexican Americans approximately equally represented on boards of education and in the school enrollment. The overwhelming majority of Mexican American board members are in predominantly Mexican American districts.[19] No attempt has been made to determine the correlation between board members who are representatives of the Spanish speaking community and the programs of those schools which come under their jurisdiction.

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[18] United States Commission on Civil Rights Mexican American Education Study, Report I; Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest, (Washington, D.C.:USCCR, 1971), p. 55.

[19] Ibid., pp. 55-56.

In response to the question, "Does the educational system have a person or persons on its administrative staff whose time is devoted to determining community and student needs and translating them into library service programs?", 22 of 57 respondents answered yes. Other respondents (not included in the 57 figure) seemed to be unsure whether there was such a person. In several cases, the librarians saw themselves as this person, while others who answered yes saw an ethnic studies director as this person. Very few cases were indicated where such a person is on the staff solely for this purpose. At the district level, however, nine of 10 respondents said the educational system does have such a person on their staffs. This would seem to indicate that the work of these persons is not reaching the school level, where it would have the most impact.

Librarians do show an interest in community and school organization meetings, as many indicated they attend such functions. A number indicated, however, that they do not attend the Spanish speaking group functions.

Virtually all respondents indicated a willingness to discuss the provision of library services to the Spanish speaking in their areas.

4.4.2 Materials -- School Libraries

The acquisition of collections materials is one of the most important functions of library personnel. Materials must meet the needs of the users, be acceptable in terms of informational and specific curriculum needs, and be interesting to the user if full value is to be obtained.

Of 63 respondents, 28 (44.5 percent) feel their current materials collections relate very well to the students' curricular and personal needs. Another 28 feel that these needs are met at a satisfactory level. Seven (11 percent) feel these relate poorly to the students' needs.

It is interesting to note here that of 52 respondents, only eight (15 percent) had made any type of survey to determine the information needs and library behavior of the Spanish speaking population within their area of service. Of these eight, some noted that their survey consisted of an informal determination they had made. Therefore, it would seem safe to assume that evaluation of the level at which these needs are being met is based on no factual information. Several librarians indicated they did not know if such a survey had been made. If, in fact, one had been made and these librarians did not know about it, it would seem that the line of dessemination of information should be better established. Such information is vital to the librarian if he is to have an effective program.

When asked if there are other needs for the Spanish speaking students in library services, only 45 librarians responded. Of these, 26 (58 percent) answered "Yes." The needs specifically indicated most often were for publications about Mexican American heroes, people, and culture written in English and for books with high interest level/low reading level, particularly in the above mentioned subject areas.

Before examining any more data, it is pertinent to look at some of the problems of the Spanish surnamed students as determined in the Civil Rights study.[20] There are a number of indicators that point to increased numbers and variety of types of learning materials for the Spanish speaking:

(a) In 1968, 16 percent of Spanish surnamed students in first grade were repeating first grade (as opposed to a total of 6.9 percent Negro, Anglo and Other groups).

(b) Four percent of the Mexican Americans in first grade are two years overage for that grade, as opposed to a total of 1.2 percent for Black, Anglo and Other groups.

(c) The Civil Rights study also found that only 61.6 percent of Spanish surnamed first graders speak English as well as the average Anglo first grader--and in Texas this figure is only 37.6 percent.

(d) At the fourth grade and below level, 51.3 percent of Spanish surnamed pupils are reading six months to three years below grade level, as opposed to 30.4 percent of Anglo, Black and Other combined.

(e) At the eight grade level, 66.3 percent of the Spanish surnamed pupils are reading six months to three years below grade level, as opposed to 32.4 percent of all other students. When the reading levels begin to rise to a minimun low of six months below grade level and a high of more than two years above grade level, only 33.7 percent of Spanish surnamed students fall in this category, versus 67.6 percent Anglo, Black and Other at the same level.[21]

(f) At the twelfth grade level, 63 percent of 6,822 Spanish surnamed pupils enrolled in 85 schools are reading from six months to three years below grade level versus 38.6 percent of Anglo, Negro and others (a total of 15,188 pupils) at the same grade level.

(g) Anglo, Negro and Others reading, at the lowest, six months below grade level to more than two years above grade level total 61.4 percent of the enrollment as opposed to only 37 percent of the Mexican American enrollment.[22]

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[20] J.A. Reyes Associates, Inc., op. cit.

[21] Ibid.

[22] Ibid.

Considering these figures, it is interesting to examine the specific materials collections for the libraries in the schools surveyed. The standards set by the American Library Association and the National Education Association (ALA/NEA) recommend 20 volumes per student for schools of 250 students or more.[23] Table 4.2-6 shows that only in Texas secondary schools, with a books per pupil rate of 28.9, are these standards even approached.[24] The number of volumes in Spanish is quite low. Percentages in every case are well below five percent and in most cases below one percent. The average low is .4 percent.

In isolated cases, some Spanish language department courses and English as a Second Language programs (see section 4.2.7.5 for discussion of same) have additional sources for participants in those curricula that are not housed in or catalogued by the library faciltiy itself.

Considering the low reading levels of Spanish surnamed students, it is interesting to note that the number of nonprint materials (especially in Spanish) is very low, and in many cases, nonexistent.

If one of the primary goals of instruction is to communicate facts and ideas, then it seems only reasonable that they be communicated as efficiently and effectively as possible. Media such as cassetts, films, and recordings are an excellent form of instruction for those to whom Spanish is the first language for speaking, yet have not been trained to read and write in it. To date, nonprint media programs have not been established in the public and parochial schools in the southwest which were surveyed here.

There are no school programs using recreational-type learning devices, even though such devices can be quite helpful in making the transition from Spanish to English language materials. At the secondary level, learning games like "The Consumer Game," "Ecology," "Blacks and Whites," "Facts In Five," etc. are good devices for initiating--and following through on--learning experiences. By integrating curriculum and what has traditionally been considered 'entertainment,' these instruments can encourage participation and interest by students whom the educational system has "turned off."

Also of interest is the figure of less than half of the respondents who say they belong to an inter-library network which provides access to resources for the Spanish speaking students. In most cases, they do belong to state library systems and/or to a district Instructional Materials Center which can provide such materials.

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[23] American Library Association and National Education Association, Standards for School Media Programs, (Chicago: ALA, 1969), p. 40.

24 J.A. Reyes Associates, Ind., *op. cit.*

TABLE 4.2-1 CAPACITY OF PUBLIC SCHOOL LIBRARIES AND NUMBER OF BOOKS PER PUPIL BY STATE

ELEMENTARY

STATE	ENROLLMENT	RESPONDENTS	CAPACITY OF CENTRAL LIBRARIES	% OF CAPACITY OF CENTRAL LIBRARIES	TOTAL NO. OF BOOKS IN LIBRARY	BOOKS PER PUPIL
ARIZONA	26,286	51	1,501	5.7	223,500	8.7
CALIFORNIA	245,714	414	10,667	4.4	1,309,700	5.1
COLORADO	21,464	59	1,432	6.6	172,600	7.8
NEW MEXICO	28,987	80	2,456	8.2	258,300	8.9
TEXAS	127,862	274	9,740	7.6	1,172,500	8.9

SECONDARY

STATE	ENROLLMENT	RESPONDENTS	CAPACITY OF CENTRAL LIBRARIES	% OF CAPACITY OF CENTRAL LIBRARIES	TOTAL NO. OF BOOKS IN LIBRARY	BOOKS PER PUPIL
ARIZONA	12,181	13	1,076	7.8	113,700	8.1
CALIFORNIA	120,608	71	7,465	6.1	742,000	6.1
COLORADO	14,467	18	959	6.9	111,000	7.8
NEW MEXICO	17,590	24	2,072	11.8	170,100	9.3
TEXAS	49,643	64	5,020	9.8	1,129,300	28.9

The system is obviously not working very well, as most librarians are not even aware of it as a resource for additional source materials.

4.4.3 Facilities -- School Libraries

Adequate physical faciltiies are a fairly good indicator of a successful--or at least potentially successful--library program, in that it can generally be assumed that emphasis is being put on libraries at the administrative level is crucial to the personnel trying to implement a viable library program. While it is possible to initiate and carry out an effective library program in cramped and out-of-date surroundings, the task is much more difficult. This is particularly true as more and more emphasis is being placed on nonprint media with their higher space requirements.

All schools in the survey taken for this report (72 respondents) have a school library. In the Civil Rights report research[25], 73 percent of the 1,070 schools responding have central library facilities. Of these, 79 percent are listed as being "adequately equipped." Twelve percent are listed as being in need of repair.

The American Library Association and the National Education Association recommend taht media program space be based on 15 percent of the student enrollment, with schools having fewer than 350 students providing space for no less than 50 students.[26] While many schools have not yet combined print and nonprint learning materials in one central library, the library space now available in the southwest is acceptable for comparison purposes in that most schools do not have a separate audio-visual center for student use.

The capacity of the libraries varies by state from 4 percent of the total enrollment (in California elementary schools) to 12 percent of the total enrollment (in New Mexico secondary schools). In the southwest, the average percent of enrollment capacity is 6 percent. Discounting California schools, this percentage rises to 8 percent. In no case did a school system meet the recommendations of the ALA/NEA.[27] It should be noted that schools with higher proportions of Mexican Americans do tend to have greater library faciltiy capacities.[28]

Of the schools sampled for this report, very few funds for construction of new or additional school libraries have been allocated. At the district level, eight of 11 respondents do have plans for new library facilities with the districts.

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[25] J.A. Reyes Associates, Inc., op. cit.

[26] ALA/NEA, op. cit., p. 40

[27] J.A. Reyes Associates, Inc., op. cit.

[28] Ibid., p. 50.

As is the case virtually everywhere, very little use is made of bookmobiles at the public and parochial school level. Of 49 respondents, a total of only five bookmobiles was reported, with little projected expansion of these facilities anticipated.

Average hours of operation varies from a low city average of 35 hours per week in both public and parochial schools to a high city average of 45 hours per week in public schools and 50 hours per week in parochial schools.

Slightly over half the school libraries reporting are not open at all during the summer months. Two of five parochial schools have summer hours, one for five hours per week and another for 10 hours per week. In the public schools, the low average is 13 hours per week; the high average is 31.67 hours per week.

4.4.4 Programs -- School Libraries

The programs provided by libraries directed toward the Spanish speaking students are the result of a number of things--facilities, materials, personnel, which have been examined above. These programs are the crucial part of a library's operation: the personnel, facilities, and materials must be used ot establish effective programs. Here we will examine some programs currently in operation and discuss the extent to which they are provided for Spanish speaking students.

Without attempting to determine the correlation between library services and regular curricular programs, it can be assumed that the latter do have an impact on the former. The presence or absence of curriculum programs specifically designed for the Spanish speaking will have influence on whether similar programs will be divised in the library itself.

English as a Second Language courses are offered in 21 percent of the elementary schools in the southwest, with 2.2 percent of the total enrollment, and 6.8 percent of the Spanish surnamed enrollment, taking the courses. At the secondary level, ESL is offered in 13.8 percent of the schools, with .9 percent of the total enrollment participating and 2.1 percent of the Spanish surnamed pupils enrolled.[29]

Bilingual education programs are offered in seven percent of the elementary schools surveyed by the Civil Rights report, with 1.3 percent of the total enrollment and 3.4 percent of the Spanish surnamed students participating. In secondary schools, 4.4 percent offer such courses with .4 percent of the total enrollment and .9 percent of the Spanish surnamed enrolled.

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[29] *Ibid*., general research on file.

Courses in Mexican-American, Spanish-American or Hispanic history or culture are offered in 4.3 percent of elementary schools, with 1.3 percent of the total enrollment and 2.2 percent of the Spanish surnamed enrollment taking such courses. Of the secondary schools, 7.3 percent offer these courses to .6 percent of the total enrollment and .7 percent of the Spanish surnamed.

Mexican and/or Spanish history and culture are offered in 4.7 percent of elementary schools and 5.8 percent of secondary schools. One percent of the total enrollment and 1.7 percent of Spanish surnamed students participate at the elementary school level, while in high school these figures are .5 and .9 percent respectively.

Remedial reading programs are offered in 56 percent of the schools surveyed at the elementary level. Percentages of enrollment are 7.2 percent of the total student population and 10.7 percent of the Spanish surnamed. At the secondary level, 67.6% of the schools offer remedial reading programs, with 6.8 percent of the Spanish surnamed students enrolled.

In the highest ability level English classes, 14.6 percent of the Spanish surnamed students are enrolled as opposed to 21.7 percent of the total of other groups. In the lowest ability English classes, 28 percent of the Spanish surnamed are enrolled as opposed to 11.4 percent of other groups.

Fifty-five percent of the Anglo, Black and other students are enrolled in college-oriented classes at the twelfth grade level as opposed ot 38.9 percent of the Spanish surnamed. Vocational-technical classes are taken by 43.6 percent of the Spanish surnamed students as opposed to 33.4 percent of other groups.[30]

Some libraries offer vocational guidance services and materials specifically directed to the Spanish speaking. (Nearly all offer some type of these services and materials to whomever may wish to use them--fewer have these materials specifically designed for the Spanish speaking.)

The problem of interpretation of the question was evident here. In answer to the question, "Does the library offer any vocational guidance services and materials to the Spanish speaking?", one respondent answered "Yes," followed by the note, "We have one book in English on carreers for people who speak a foreign language." From this, it is obvious that there is a great deal of diversity in what is meant by vocational guidance services.

Insofar as use of the library is concerned, the following observations can be made regarding training in library usage for Spanish speaking students:

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[30] _Ibid._

(a) Of 60 respondents, 37 (62 percent) librarians do not have service activities specially tailored to supply library and service information needed by the Spanish speaking students.

(b) The libraries offer users (upon request) instruction in general use of library or information resources other than card or book catalogs. The major part of such instruction is in English. Of 62 respondents, three do not offer such instruction and of the 59 remaining, 86 percent is in English.

(c) Audio-visual presentationsin both Spanish and English on how to use the library and its resources are used by only two of 69 respondents. Eleven have no such presentations at all; the balance have these aids in English only.

(d) Pamphlets and maps describing the library and its general layout are provided by: only one in both English and Spanish; 42 in English only, and 22 with no such materials available. The total number of respondents was 65.

(e) Directional signs, where used, are almost always in English.

(f) Of 64 respondents, 24 (36 percent) indicate their libraries, through their own staff members or by the use of outside specialists, provide tutorial services to sutdents in addition to guidance in the use of library materials and information sources.

(g) A large percentage of librarians regularly display exhibits of some type. While these displays are not limited strictly to book exhibits in most cities, they are in English only, except in Los Angeles (six out of seven respondents) and Denver (three out of four respondents) where displays in both Spanish and English are exhibited. Where displays devoted to the Spanish speaking are used, they are ususlly prepared with the assistance of Spanish speaking students and staff.

(h) Recreational programs, which can often draw nonusers to the library, are provided by only half of the respondents. Of those who do offer such programs, nearly all (film programs, reading clubs, discussion groups, etc.) are in English. No parochial school indicated it has such recreational programs at all.

(i) Book talks and/or story hours are offered by some libraries. In no case were these held in Spanish exclusively. In both cases only four respondents indicated such programs were held in both English and Spanish. Most are in English only.

(j) Only three respondents indicate the library does any type of special programs directed at the Spanish speaking students.

(k) Insofar as the community is concerned, the majority of libraries do not serve as meeting places for lectures and group discussions directed to the Spanish speaking community.

4.5 Community and Junior College Libraries

The educational impact of community and junior colleges on Spanish speaking communities has not yet been measured. We know, however, that a rapidly increasing number of Spanish speaking students are enrolling in these two year programs, either for a terminal degree (generally, an Associate of Arts degree) or for transfer to a four-year institution.

The greater number of Spanish speaking students enrolling can be attributed to a variety of factors such as lower cost to the student due to lower operating costs and the students' being able to live at home while attending college; programs planned with the working student in mind; more liberal admission policies which do not automatically weed out students who have not had equal educational opportunities; and curriculum and facilities designed to more specifically meet the needs of the Spanish speaking students.

An indication of the last factor is the library programs currently planned or in operation by these schools. While there is obviously much more that can be cone in the area of services offered to Spanish speaking students, the programs do indicate postiive steps toward special consideration for these , particularly when compared with the public and parochial schools at the elementary and secondary levels.

While it is unfortunate that these services ar not offered in the lower grades--junior college is too late for many Mexican Americans--these special services are an important factor in the ever-growing number of Spanish speaking college graduates.

In order to provide a more comprehensive picture of library services offered by the community colleges in the states covered in this study, we are looking at these institutions in two ways.

Initially, we obtained information from nine colleges in the survey sites ; these colleges have a sizeable Spanish speaking student population. It was felt that this sample was too small to be representative; therefore, we conducted a mail questionaire to all community and junior colleges located in the five states (as listed by the American Association of Junior Colleges). The information here is presented in two major sections: (1) library services in the nine colleges where site visits were made and (2) a composite of all respondents to the mail questionaire.

4.5.1 Site Visited--Nine Community and Junior College Libraries

Nearly all the junior college libraries are autonomous within their respective colleges. Only two have a branch library or station under their supervision, and only one has materials located at places outside the library for community use.

Six of the nine libraries are learning resource centers, unifying print and nonprint materials, while the other three are primarily print oriented. Hours of operation per week range from 65 to 80, with most also open at some time during weekends, academic holidays, and summer vacation.

4.5.1.1 Personnel

Most of the libraries surveyed have an adequate number of both professional and supportive staff members to meet the needs of their service population size. There are few professionals who are Spanish speaking and no librarians within the systems who are Spanish surnamed or of Spanish speaking descent. However, a number of supportive staff members are, and eight of nine respondents utilize part-time Spanish speaking aides from the community or student body as paid supportive staff. However, in only one case do Spanish surnamed or Spanish speaking library employees work primarily with the Spanish speaking students.

Possible reasons for the number of Spanish speaking employees are the recruitment programs for Spanish speaking staff utilized in five of the nine libraries surveyed. Also, four of the colleges or systems offer some type of program to train library technical assistants, teacher aides and/or media technicians. With a higher rate of Spanish speaking students enrolled in this training, there is a greater likelihood that more Spanish speaking personnel will be hired. All seven responding to the particular question indicated they would hire a graduate of such a program for their staff, and several noted they already have.

No library has any type of in-service training program for staff members on dealing with the special needs of the Spanish speaking community and students, although some libraries do have some ways of determining these needs.

More than half of the colleges surveyed have a community advisory board with members of the Spanish speaking community represented. Four of the colleges have someone on their administrative staff whose time is devoted to determining community and student needs and translating them into library service programs. All four speak Spanish and one is a librarian.

Six of the library administrators responding work closely with faculty members to coordinate special programs related to the use of library and audio-visual materials for the Spanish speaking students and three take some part in the teaching aspect of curriculum and special programs designed for the Spanish speaking students.

4.5.1.2 Materials

The junior college libraries provide a wide range of learning materials. All of the collections include a variety of media, indicating a workable program to communicate information to students in the most effective manner possible for the partic subject and/or student.

Materials in Spanish, while not as diverse as the general collections, are nevertheless a definite part of the total library programs. Most libraries do not have a separate listing of available Spanish materials.

Full access to materials is an important factor in encouraging library use, and in all cases except one, all materials within the learning resource centers are available for use by the faculty, students, and staff. In addition, six of the libraries belong to an interlibrary network which permits access to additional resources for the Spanish speaking.

Spanish language books and periodicals, while not especially large in numbers, are nonetheless in evidence, particularly when compared to those collections in the public and parochial school libraries discussed earlier.

4.5.1.3 Programs

Even though none of the libraries has made a survey to determine the information needs and library behavior of the Spanish speaking students, some programs and special services have been established.

All libraries offer students, upon request, instruction in general use of library or information resources other than card or book catalogs. Three offer such services in both English and Spanish, the rest in English only. Five provide tutorial services to students in addition to guidance in the use of materials and information sources.

Pamphlets, maps and directional signs describing the library and its general layout are offered in English by six libraries and in both Spanish and English by one library. Five libraries have individual use audio-visual presentations showing how to use the library and its resources--three in English, two in both Spanish and English.

Although all but one of the colleges surveyed have an academically oriented Spanish studies program, only three libraries offer exhibits and programs for the Spanish speaking students.

Six librarians are involved in curriculum design by the college administration to assist in supporting programs for the Spanish speaking community and students. Nearly all libraries cooperate with other teaching departments or agencies to provide library or information services to the Spanish speaking. Also, the librarians indicated that the colleges have very few special courses for the Spanish speaking community that are supported by the library or held in the library. About half of the respondents indicated their college serves as a meeting place for lectures and group discussions directed to the Spanish speaking community.

Few libraries have any organized cooperative program among themselves and other libraries to provide service programs for the Spanish speaking.

No libraries themselves prepare special programs for closed circuit television directed at the Spanish speaking students. Most, however, either operate, provide staff for or make available logistical materials support for such programs as language, remedial, science and/or listening labs; have wet and dry individual learning carrels; provide for student materials producation; and help in a variety of ways with occupational-technical courses. Some are also involved with the colleges' off-campus extension services.

4.5.2 Community and Junior College Libraries--Mail Questionnaire and Site Visits

The total number of questionnaires administered and the total number of respondents is as follows:

States	Number of Colleges	Number of Respondents
Arizona	13	5
California	99	41
Colorado	16	8
New Mexico	10*	3
Texas	59	21
Total	197	78

Of 74 libraries responding, seven are part of a cooperative system; the remaining 67 are autonomous in the college. Eight have a branch library or station under their supervision; four of 73 have materials located at places outside the library for community use.

More than two-thirds of the libraries are learning resource centers, unifying print and nonprint materials. Hours of operation per week range from an average of 70 hours per week in Arizona to 55 per week in New Mexico; the average hours of operation per week in 72 libraries is 63.4. Of 73 respondents, 36 libraries are in operation on weekends,

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*Includes nine AAJC-listed and University of Albuquerque.

37 during academic holidays, and 58 during summer vacation.

4.5.2.1 Personnel

Seventy-three libraries employ a total of 256.5 librarians; of these, 17,or 6.6%, are Spanish Surnamed. Of a total of 1,406.25 supportive staff (74 libraries reporting) 289, or 20%, are Spanish surnamed.

Additionally, 40 of 71 libraries utilize part-time Spanish speaking workers in paid library aide, technical assistant, or clerical positions.

Ten of the respondents have special recruitment programs for Spanish speaking staff members; 64 do not. Twenty-six of 72 colleges have a training program for library personnel. Sixty-one of 67 respondents indicated they would hire graduates of such a program for their libraries.

Four of 70 libraries have in-service training programs for staff members on dealing wirh the special needs of the Spanish speaking community and students.

Twenty of 62 colleges have a community advisory board with members of the Mexican American community represented. Of 69 colleges, 22 have a person or persons on their administrative staffs whose time is devoted to determining community and student needs and translating them into library programs. Of these 22, 12 are Spanish speaking and 10 are librarians.

Thirty-four of 69 library administrators work closely with faculty members to coordinate special programs related to the use of library and audio-visual materials for the Spanish speaking community and students. Fifteen of 69 librarians take part in the teaching aspects of curriculum and special programs designed for the Spanish speaking students.

4.5.2.2 Materials

The junior college libraries offer a diversity of media in their collections. Of 74 respondents, the numbers having specific media are indicated in Table No. 4.2-7 on the following page.

All materials are available to faculty, students, and staff in 70 of 73 libraries; in three libraries, full access is accorded to faculty members only. Thirty-three of 73 libraries belong to interlibrary networks which provide additional resources for Spanish speaking students.

4.5.2.3 Programs

Three of 74 libraries have made a survey to determine the information needs and library behavior of the Spanish speaking students.

TABLE 4.2-7

Media	Number of Libraries (N=74)	Materials in Spanish (N=73)
Books	74	72
Periodicals	74	62
Audio recordings (discs, tapes, cassettes)	68	46
16 millimeter films	49	10
8 millimeter films& film loops	47	5
filmstrips	50	11
microfilms	65	5
slides	53	8
transparencies	41	11
framed art reproductions	24	(N.A.)
prints	27	(N.A.)
maps	55	10
models	16	2
vertical file material	67	19
television facilities	33	7

Sixty-six of 67 libraries offer users, upon request, instruction in general use of the library or information resources other than card or book catalogs. Forty-nine do so in English only, while 17 offer such services in both English and Spanish. Thirty-one of 72 libraries provide tutorial services to students in addition to guidance in the use of materials and information sources.

Pamphlets, maps, and directional signs describing the library and its general layout are used by 62 of 73 libraries. Of these, 60 are in English only, one is in Spanish, and one is in both English and Spanish. (Note: See Appendix for example.) Fifty of 71 libraries have individual use audio-visual presentations showing how to use the library and its resources. Three of these are in both English and Spanish, while 47 are in English only.

Thirty-nine of 72 colleges have an academically oriented Spanish studies program (e.g., Chicano, Hispano, Latino, Mexican American Studies program). Exhibits and programs for Spanish speaking students are offered by 24 of 65 libraries.

Forty of 65 librarians are involved in curriculum design by their college's administration to assist in supporting programs for the Spanish speaking community and students. Forty-five of 69 cooperate with other teaching departments or agencies to provide library or information services to the Spanish speaking.

The college serves as a meeting place for lectures and group discussions directed to the Spanish speaking community in 28 of 67 cases. Fifteen of 67 librarians see themselves as functioning as information contacts or advocates for Spanish speaking students.

SECTION 5.0 MODEL LIBRARY CONCEPTS

5.0 INTRODUCTION TO MODEL LIBRARY CONCEPTS

All of the documentation that preceded this section reported on past history and present realities. It is a fact and not surprising that the information indicates that Mexican Americans have less resources to place themselves on an economic or educational par with more affluent Americans. Since it is now recognized to be in the national interest to raise the standard of living of the minority groups, it is also probably not surprinsing that the data indicates that some compensation for this uneven distribution is beginning to be made.

Using the information collected in the survey portion of this study, a number of potential library services models have been developed.

It was the purpose of this program to sift through the complex variables encountered in the barrios to find those attributes from which meaningful library programs could be advanced to raise this educational standard. One of the problems with surveys, however, is that only past and present values can be evaluated. Extrapolation to the future can be made, but departures from known values cannot be easily gauged. If the present library techniques are sterile in our chosen environment of the Mexican American community, then more of the same may not be the answer for the library of the futrue.

5.0.1 Library Evolution

In this section we attempt to predict the future in order to plan a meaningful program that is not merely patchwork on the present library system. In truth, this is not totally crystal-ball gazing, but is exprapolated past experience, projected concepts, and intuitive regard. Since much of the extrapolation is based on present library systems, examination of the system's evolution to the present may offer insight into its future direction. In the period from 1880 to 1920 many towns and cities built free public libraries to demonstrate civic pride and to meet the need of the "new intellectual" that was emerging from the industrialization of the United States. The library represented the respectability and aspirations of the community. It reflected that community's awareness of education and culture.

In the metropolitan areas, branches of the central library were beginning to be developed. Through the post-World War I to post-World War II era (1920-1946), the concept was to maintain a strong central library and have branches that were basically reading rooms with book lending capabilities. The primary source of information and major collection was the central library.

The post-World War II migration from the core of the city saw progressive library systems changing the role of the central library so that it increased its capability to provide specialized technical reference but reduced its popular circulation. At the same time, the branch library improved its service and collections and thereby began to draw more local patrons. Suburban library systems, with the influx of the middle class to the suburbs, began to construct effective modern libraries beyond the city limits. In the period of 1946-1966 the balance of book circulation in major metropolitan areas began to increase in favor of county libraries.

The center city library and many of its branches have a new role to play today in order to be relevant to the present residents of the city. Considering the history of the past few years, it has not found this relevancy.

In the major metropolitan areas, the character of the library is changing. To cite an example, the Enoch Pratt Free Library in Baltimore, one of the most progressive systems in the country, reports a circulation drop of 30 percent in the past five years, a registration drop of 17 percent in the same period and, possibly the worst harbinger of all, a 47 percent use decrease in the children's department.[1] The latter is considered disastrous because the interest in education and reading should be instilled early to be most effective. The Pratt Library, far from the typical system, has this record in spite of attempts at community related action programs such as their Public Information Center (PIC)[2] and Community Action Program (CAP) reading centers where story hours, films, special programs, and a collection of practical books are made available to the community.

The recession of the center city library can be attributed in part to several causes including: (1) the Black and Spanish speaking minority groups which have become a major portion of some cities' populations are not comfortable with, are not interested in, and cannot relate to today's library; in many cases the interior is foreboding to nonusers of libraries--the stereotype of the librarian is still the "shushing old maid" who doesn't want "her" books disarrayed--there is little community identity with these institutions that were built for a different people at a different time; (2) reliance on visual methods of digesting information, i.e. television, movies; (3) lack of parking facilities; and (4) greater availability of materials in suburban branches.

The suburban libraries of major metropolitan areas are more successful today than the city library because they have as advantages the attributes cited as deficient in the urban library. The suburban libraries tend to be modern and utilitarian, they tend to have large parking facilities, an increasing amount of visual equipment, and, most important, a viable community interest. In most cases this community is not Black or Spanish speaking on the East Coast and is not Mexican American in the southwest.

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[1] Baltimore Evening Sun, (Baltimore, Maryland: December 22, 1971).

[2] Section 5.

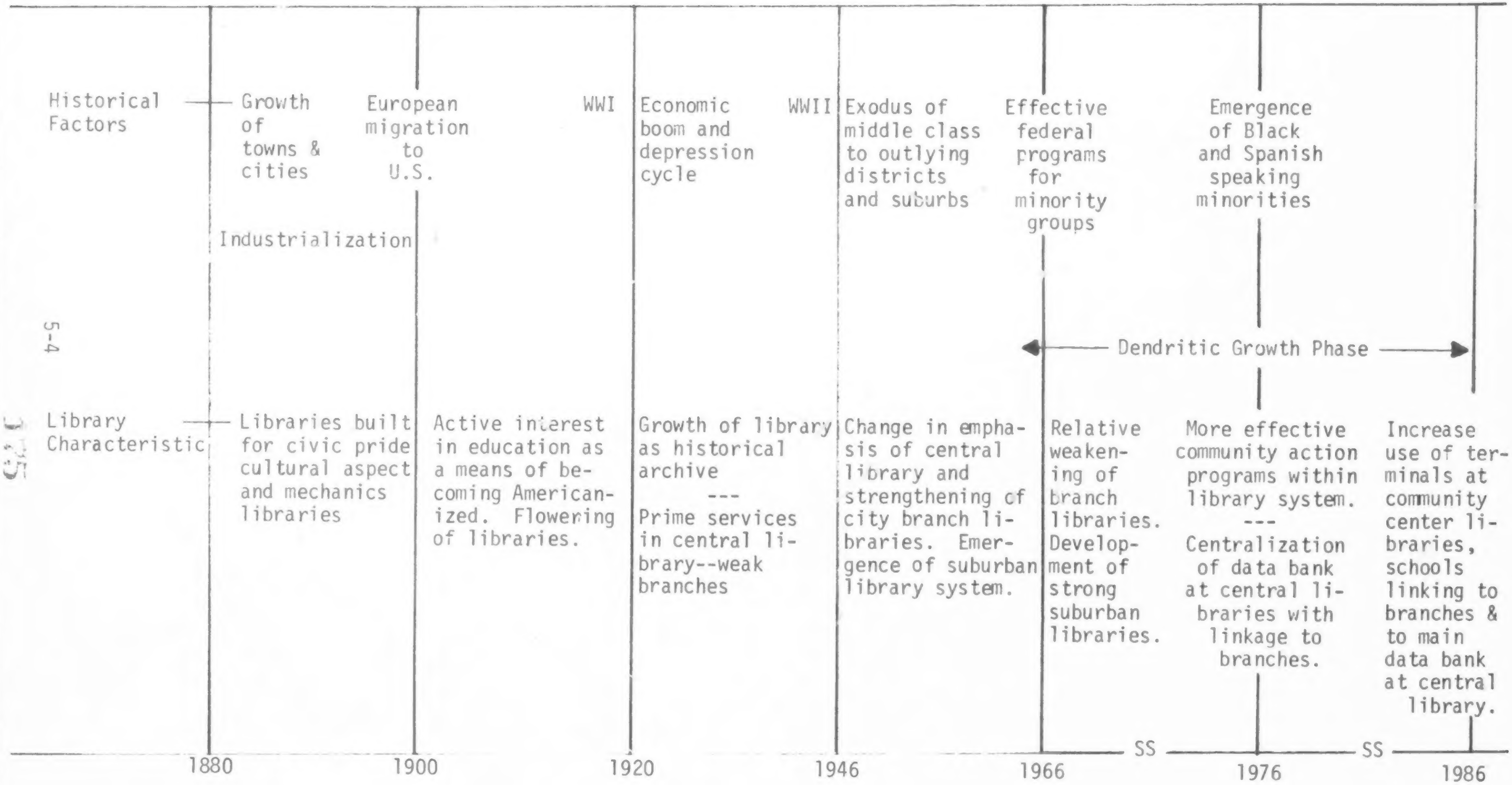
Can we draw conclusions from this evolution of public libraries? Yes. The first is that change in library systems does occur and that the transition period is equivalent to the growth of a generation (15 - 20 years). Secondly, control of the library policies is presently in a stage of transition with federal, state, and local jurisdictions reassessing traditional responsibilities. On one hand, state and federal allocations obligate the community to the directives of the higher jurisdictions. This is a force for centralization. On the other hand, with the dendritic growth of the library systems, the communication chain between state agencies and local library has become lengthy (in time and decision points) so that local demand for policy control is a demand for increased autonomy. Thirdly, the material content of the library is changing slowly from primarily print to other information media. Finally, and most important, the success of the library is a direct function of community interest, pride, aspiration, involvement, and relevance.

Projection to the future can be conjectured by extrapolation of this past history and bv the additional consideration of the following:

(1) greater influence of federal monies on local library systems, especially those in depressed areas;
(2) greater demand at the local level for cost effectivity in library management, material procurement, and capitalization;
(3) geometric growth of new source material outdating old information and records; and
(4) strengthening of library systems to make them more viable in the southwest.

The library system of the future can be envision by lumping all these factors. Figure 5.0-1 illustrates this in a time continuum relating it to historical events.

In the immediate future, more autonomy will be seen at the local level so that the character of the library will reflect the needs of the community. Branch libraries will form sub-branches that will spread out into the community as reading rooms, storefronts or village libraries, material disseminating services, public library adjuncts in the school systems, and as a part of community centers. This dendritic growth of the library system will promulgate library cost or value effectivity on a community basis and also permit the system to be adaptive.



Historical Factors	Growth of towns & cities Industrialization	European migration to U.S.	WWI	Economic boom and depression cycle	WWII	Exodus of middle class to outlying districts and suburbs	Effective federal programs for minority groups	Emergence of Black and Spanish speaking minorities	
					Dendritic Growth Phase	Dendritic Growth Phase
Library Characteristic	Libraries built for civic pride cultural aspect and mechanics libraries	Active interest in education as a means of becoming Americanized. Flowering of libraries.	Growth of library as historical archive --- Prime services in central library--weak branches	Change in emphasis of central library and strengthening of city branch libraries. Emergence of suburban library system.	Relative weakening of branch libraries. Development of strong suburban libraries.	More effective community action programs within library system. --- Centralization of data bank at central libraries with linkage to branches.	Increase use of terminals at community center libraries, schools linking to branches & to main data bank at central library.
	1880	1900	1920	1946	1966	SS 1976	SS 1986

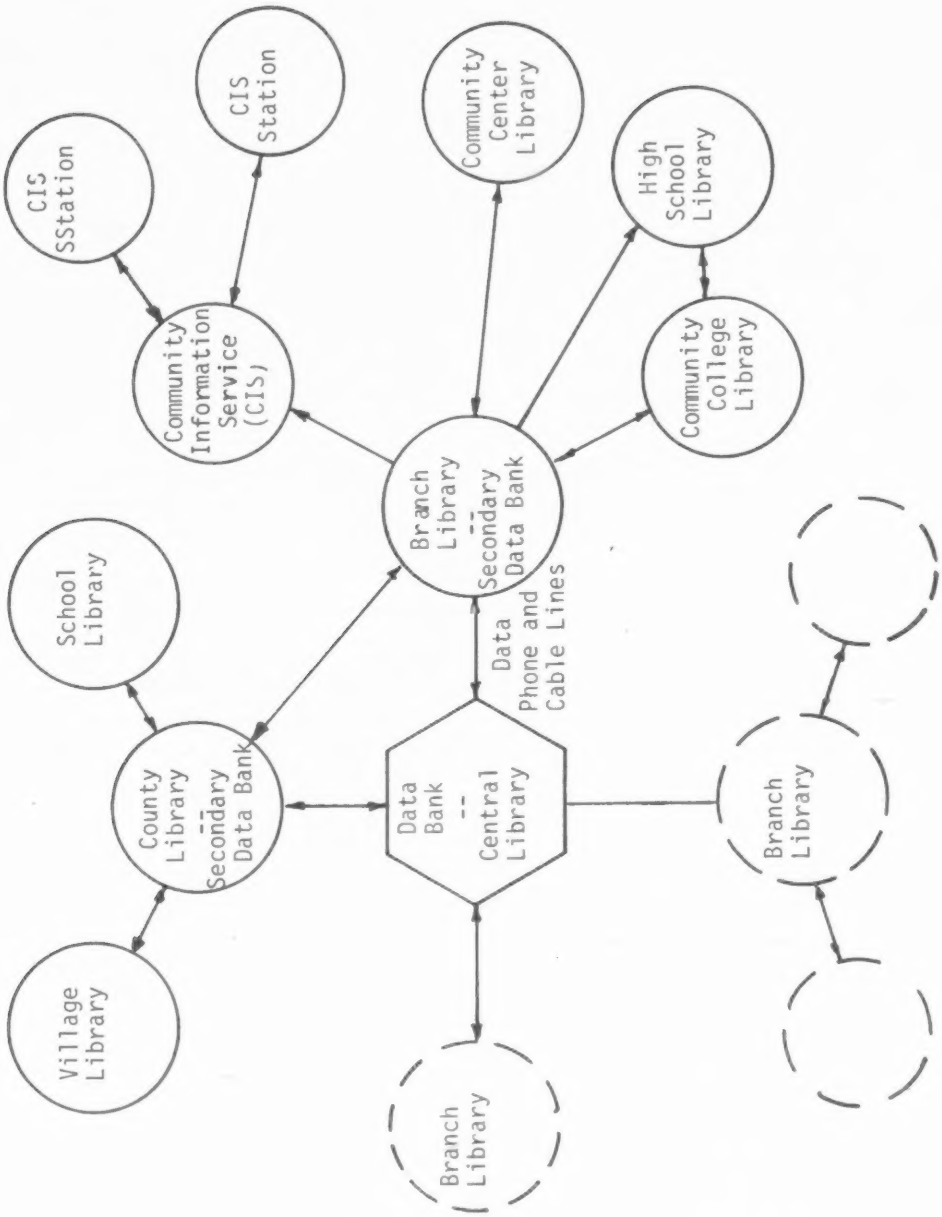
FIGURE 5.0-1 PUBLIC LIBRARY EVOLUTION

Counter to this concept of community library autonomy is the problem of coping with the avalanche of new material available and the cost of compiling, updating, storing, and retrieving this material. The cost of adapting each library to meet this requirement is prohibitive. The answer must be in an increased sharing of materials and serivces on an inter-library basis such that a local facility (be it a community center library, a storefront library, a community information service, or a school library) adapts itself to recognize its current need and relies on the library system to quickly provide less popular or less frequently needed material. The ability to quickly respond to the need will come from communication technology. The future will see a network linkage that will revitalize the central library. This core library will change from a people-serving library into a central data bank. As indicated in Figure 5.0-2 this core library will become the prime source of information within a data phone linked system. Not only reference data but community service information will become available from this data bank. The adaptability and effectivity of a peripheral library may quickly be self-gauged by the census statistics and library utilization figures available at the central data bank.

In the network pictured in Figure 5.0-2 the library system becomes (1) a major element in education beyond public school, (2) a central reference of community statistics, needs, and desires, and (3) a major source of information for community decision making. If this trend is realistic and appreciated by the community, the library stature will be elevated politically. This, in turn, will reinforce the need for the library network. The effectiveness of such a network cannot be gauged on mechanical (or electronic) aspects however. It must be measured on how it serves the schools, community centers, local branches and all peripheral stations where materials and information are used for entertainment, education, or social assistance. All these peripheres must have a time shared access to all available data. Books or audio-visual material which have entertainment or educational value must be available at the community library or be made quickly available. In such a system, the role of the community branch (be it a Community Information System (CIS), a storefront library, or school library) will be recognized as a community interaction center--an educational, social, political dynamic mechanism relevant to all ages.

The program investigators are pragmatic to the degree that they recognize that all library systems cannot be completely altered immediately. Economic consideration will, in many communities, not permit this. However, neither can the investigators allow themselves to be bound totally by current restrictions. The proposed models therefore will include (1) suggested incremental improvements to immediately make libraries more appealing and thereby more useful to the Mexican American, (2) midrange (3-5 year time span) concepts that innovatively suggest further services to be offered by the library, and (3) longer range (5-10 year time span) concepts that would re-eveluate the role of the library in the community of the future. Such a lead time would allow for proper planning, modeling and pilot evaluation in the anticiapted future environment rather than being responsive to yesterday's problems.

FIGURE 5.0-2 FUTURE LIBRARY NETWORK



CIS SStation
CIS Station
Community Information Service (CIS)
Community Center Library
High School Library
Community College Library
Branch Library -- Secondary Data Bank
School Library
County Library -- Secondary Data Bank
Data Phone and Cable Lines
Data Bank -- Central Library
Branch Library
Village Library
Branch Library

MODEL	TIME FRAME (When Available)	ADVANTAGES	DISADVANTAGES
1. Incremental Extension of Present Library Service (5.1)	Present	Immediate help to Mexican American community	It is a start but only serves the periphery of the Mexican American community, primarily the young.
2. Adaptive Library (5.1.1)	3 - 5 years	Library utilization is optimized to community needs. Ideal for value effectivity evaluation	Need for continuous measurement
a. Leasing Community Center (5.1.1.1)	3 - 10 years	Total community package, i.e. library, health center, CIS, school, professional offices under leased arrangement. No major floating of bond required to finance.	Unknown acceptance
b. Adaptive Material Collection (5.1.1.2)	2 - 5 years	Cost effective method of developing collection that has local usuage	The material is prepackaged; therefore variation in selection is not allowed
3. Community Service Center (5.1.2)			
a. "Maximum Traffic Pattern" Community Center Library (5.1.2.1)	2 - 5 years	Modern day merchandising of libraries using the techniques of super markets. Concept is intended to be cost effective	

Continued on next page

TABLE 5.0-1 LIBRARY MODELS

MODEL	TIME FRAME (When Available)	ADVANTAGES	DISADVANTAGES
3. (Continued from preceding page.)			
b. Combined "School and Public" Library (5.1.2.2)	2 - 5 years	Cost effective method of developing library service in smaller community	Must "win" over the community to re-enter a disliked institution
c. Village Library (5.1.2.3)	Present	Minimum capitalization of a "storefront" equivalent library in the village	Unknown acceptance
4. Community Information Service (5.1.3)	2 - 10 years	Community aid within the library to a disadvantaged group that doesn't know where to go for assistance	Jurisdictional authority of other agencies may preclude some service
5. Student Related Activities (5.1.4)	2 - 5 years	Use of all media to reinforce learning outside the classroom	Slow growth because of cost
a. study facilities b. audio-visual materials c. material disseminating library			
6. Mathematical Tools - Nomograph (5.1.5)	2 - 5 years	Planning tools for library planners and supervisors	

TABLE 5.0-1 LIBRARY MODELS

5.0.2 PERSONNEL REQUIREMENTS

Our suggested experimental libraries will fail without the most important ingredient--motivated, outgoing, knowledgeable librarians who want to champion causes. Personnel wanting to institute a particular model must have a double purpose: (1) the strong desire to offer services of interest and value to the Mexican American and (2) a personal satisfaction in seeing a particular experimental library succeed.

How, them, to meet this challenge? The obvious first step is to better understand the desires and needs of the Mexican American, in order to better meet these desires and needs. "The key to successful communication is the concept of commonness. In order for one to fully communicate with another, commonness--a channel for understanding--must be established."[3] When designing a message to be communicated (in this case, library services), identifiable traditions of the group to be reached must be utilized to make the message more readily accepted. There should be Mexican Americans on the professional library staff. In addition, the Anglo has the responsibility of learning the Spanish language and Mexican American culture.

There are two methods to make the library staff more responsive: retraining current staff and hiring new staff from the Mexican American community. A combination of these two seems to be the best method. Due to the lack of professional librarians who are Mexican Americans currently in the job market, it will be difficult for libraries to hire many new Spanish speaking professionals with M.L.S. degrees. Granted, this will change over the next two decades as more and more Mexican Americans obtain library degrees; however, we are faced with the immediate need. One way to meet this need is to exploit the growing number of people with two-year (Associate of Arts) or bachelor's degrees to work as library paraprofessionals. The library professional staff can train these workers in the library functions. However, in this training library professionanls must keep the main goal in mind. Too often, librarians are more concerned with the means (technical duties such as cataloging, ordering, inventorying, etc.) than with the end. Training programs should consist of only those things which are essential.[4] In return, the library paraprofessionals will be able to transmit their knowledge of the Spanish speaking community to the library professionals in order to make them more responsive to that community's needs.

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[3] Raymond V. Wiman and Wesley C. Meierhenry, Educational Media: Theory Into Practice, (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p.183.

[4] For further information on paraprofessional training, see Criteria for Programs to Prepare Library/Media Technical Assistants, (Chicago: Library education Fivision, American Library Association, 1971), and Library Education and Manpower, (Council of the American Library Association, 1970).

The paramount importance of the personnel places the need for staff training at the head of the list of recommended programs. The training must encompass the obvious short term bilingual needs and the long term needs required to cope with advanced concepts of library-community relations, novel technological information extraction, and educaitonal ties.

5.1 Library Model Concepts

The model concepts listed in Table 5.0-1 are not inventions of whole cloth. Most in some form have been contemplated or considered for urban environments. None, however, have been implemented in Mexican American communities. The variations that are suggested to make them effective in a bilingual community make them novel. Several, such as the village library and the community information system can easily be recognized from their counterpart of a storefront library or a Public Information Center (PIC). More subtle are the concepts of the adaptive library, the nomographic planning system and the leasing community center. Overriding all is the preparation of people resources (community action oriented, bilingual, and Mexican American professioanls) and material sources: the audio-visual learning centers, the bilingual training devices in schools, the modern automated referral service, all are better programs that will meet the expressed needs of Mexican Americans.

Without the motivated, dedicated, prograssive and knowledgeable librarian, all the mechanical technologies will fail. In the hands of the trained librarian the nomographic planning tool becomes an integral weighting technique for the adaptive library, for optimizing the utilization of leased community centers, and for the material disseminating center.

Our concepts do not start from zero level. There exist several libraries in the country that are making some movement to introduce Spanish written materials and Mexican oriented books written in English. These services are incremental extensions of present library service. They are very useful, necessary, and hopefully effective. They presently provide printed materials which include biographies and histories of well known Mexican or American people and periods, literary criticisms of popular authors in Spanish and/or English, Chicano literature, information about citizenship in Spanish and English, grammar books in both languages, "do-it-yourself" books, and other magazines, journals, and newspapers in Spanish. These experimental libraries have found that in order to attract the Mexican American, their programs needed to be tailored to the entire family and needed to emphasize Mexican cultural programs. These include fiestas, programs of el Cinco de Mayo, and el Diez y Seis de Septiembre. These libraries also provide arts and crafts workshops and exhibits, films showings, and some referral information for other social agency services.

These libraries have found that employing Mexican Americans as community aides increases the possibility of attracting Mexican American patrons. The community aides serve as liaisons between the library and the community by informing their families and friends of the services and programs provided by the library.

A listing of the programs at these experimental libraries are given in Table 5.1-1 to illustrate some successful methods presently used to attract and keep Mexican American library patrons.

5.1.1 Model Cities Library--Albuquerque

The Albuquerque Model Cities library began official operation October 1, 1968, but, due to the great deal of red tape inherent in a federally funded project, it was not fully approved and funded until early 1970. The project has been successful in terms of any type of criteria, and this success has come about due to its philosophy of "forget the rules and aim for the people." The problems discussed earlier, the "feeling" of Mexican Americans that the library is not a useful place, have been avoided in Albuquerque.

The Model Cities library truly belongs to the community, rather than to library science traditions that have long since lost meaning.

The library is located on a main street of Albuquerque, in two adjoining storefront buildings with a combined space of approximately 2,000 feet. The number of users has climbed so quickly that the library now has a special children's branch a few blocks away; however, all users are welcome at both branches. This contrasts to many public libraries where children may use only the juvenile section.

With minumal direction, the staff members from the Model Cities community selected furnishings and equipment for the library, reflecting the community's preferences in these areas.

The original project staff consisted of three professional librarians, all of whom had limited professional experience providing the type of service the library planned to provide. Four library technicians, two clerks, and one secretary were hired from the Model Cities area, six Mexican Americans and one Black. The library felt that one of its major objectives should be to provide training and experience to members of the community, and have been successful. There was some formal training, but most learning came through actual practical operation of the library. Additionally, these employees have been prime movers in encouraging library use by members of the community.

The staff have not instituted traditional library rules and regulations and have maintained a very flexible program. Books are not catalogued, but are arranged by area of interest. The charging system involves signing of name and address, with staff using a personal follow-up and friendly post cards to secure the return of materials. There is, however, little concern for unreturned materials; the staff feel that the books belong in the community rather than on the shelves.

TABLE 5.1-1 EXPERIMENTAL LIBRARY PROGRAMS

PROGRAM	MODEL CITIES LIBRARY ALBUQUERQUE	ARMIJO BRANCH LIBRARY EL PASO	LINCOLN HEIGHTS LIBRARY LOS ANGELES	VALENCIA LIBRARY TUCSON
Borrowers' application in Spanish and English	X			X
"Give-away" material on local events, nutrition, special topics		X		
Lenient borrowing rules	X			
Mexican decor	X	X		X
Handicraft workshops and exhibits	X		X	X
Films in Spanish and/or English, i.e., films biographies, cultural events, political topics	X	X		X
Spanish records	X	X	X	
Games, puzzles, toys		X		X
Piñata parties				X
Puppet shows or plays				X
Excursions to zoos, airports, museums	X		X	
Creative writing programs	X		X	

TABLE 5.1-1 (continued) EXPERIMENTAL LIBRARY PROGRAMS

PROGRAM	MODEL CITIES LIBRARY ALBUQUERQUE	ARMIJO BRANCH LIBRARY EL PASO	LINCOLN HEIGHTS LIBRARY LOS ANGELES	VALENCIA LIBRARY TUCSON
Outreach and community programs	X		X	X
English as a Second Language program			X	
Community/library aides hired from Mexican American community	X	X		X
Mexican cultural events observations	X	X	X	X
"Easy to Read" materials not restricted to juvenile section	X	X		X
Library located in community center or storefront	X	X		
Sports and recreation equipment		X		
Film and cartoon making workshops	X			
Adult education and vocational counseling		X	X	

The library has placed a number of small collections in various programs in Albuquerque, such as Head Start, community centers, etc. Additionally, the library operates a variety of cooperative programs with other community agencies.

One of the primary areas of emphasis in this library has been in the area of film programs. The film collection is quite sizeable, with a widespread loan program in effect. Films are shown both on a scheduled and on-request basis. Emphasis has also been placed on periodicals, records, and paperbound books, and any other areas where an interest has been expressed by users or potential users. The collections include, of course, a large percentage of Spanish materials.

5.1.2 Valencia Branch-Tucson

The Valencia Branch of the Tucson Public Library is one of the best examples of a public library system's making a concentrated, and in no way token or minimal, effort to provide meaningful services to the Mexican American community.

The Valencia Branch opened October 15, 1969, and has had an overwhelming response. Nearly every activity attracts an overflow crowd, and new cards are issued at a rate of 1,000 per month.

The Branch is so successful that only some of the activities are presented here; all have received a very positive user response.

Special programs are presented on a regular basis, with determination of focus areas being made in consultation with the Mexican American community. Arts and crafts, adult basic education, piñata parties and concerts are a few of the programs that have been offered.

Staff members are hired from the community and virtually all are bilingual. The branch has attracted a large number of Spanish monolinguals as a result of community workers explaining the services and personally inviting these people to use the library. Bookmarks, pamphlets, and flyers explaining library hours and use are distributed in the community, as well as bilingual patron questionnaires. Additionally, individual attention is given to each newcomer to the library.

The materials are arranged in simple manner, since the staff realized that library use would be a new experience for the majority of their target population. Special areas and collections were kept to a minimum. On entering the building, one encounters familiar magazines (many of which are in Spanish) and a lounge area where newspapers are displayed. Behind these, in the central stacks, all nonfiction is intershelved so that a reader of any age can find material written on a level suited to his needs. This combination of resources encourages adults to borrow materials they can read without the embarassment of finding materials in a juvenile section.

Many of the respondents in our survey of school and public library personnel indicated that, due to a variety of factors, they do not believe that materials in Spanish are actually wanted or would be used by members of the Mexican American community. The use of the Spanish language materials by patrons of the Valencia Branch strongly refutes these beliefs. In general, their experience with Spanish books have shown that:

1. businessmen and professionals prefer to read in English, the language they have used in high school and college;

2. blue-collar workers will generally take nonfiction in English instead of Spanish, but many do prefer simply written Spanish manuals;

3. older, well-educated women will read serious Spanish language works to maintain their knowledge of the language;

4. housewives without extensive educational backgrounds greatly prefer fiction (which thev pick up and put down while caring for children) especially romance and suspense, and stories about saints;

5. mothers and grandmothers like juvenile books to read to their children;

6. school teachers borrow Spanish books to help their students improve their knowledge of the language;

7. and students use research materials in Spanish if the information is not readily available in English.

Spanish language books are also used by many Anglos, both children and adults, who want to learn the language. Longest reserve lists are on Spanish dictionaries, Spanish language records, and novels by Bravo Adams. Books in English which deal with Mexican history and culture also receive heavy use.

The branch attracts whole families, with each member participating in an activity in which he is interested. So many adults came with their children when children's activities are scheduled, that a wide range of programs are now presented simultaneously.

There are so many mothers of small children coming to Valencia that the Friends of the Library donated a baby stroller to enable mothers to more easily browse through the collections. Saturdays turn into an all day "color-in" by area children. Members of the community volunteer to assist with programs.

The branch has shown that Mexican Americans will make use of library services if their needs are considered This enthusiasm, on the part of staff and users, is a clear indication of the potential for library services to the Spanish speaking community.

5.1.3 Lincoln Heights Branch--Los Angeles

The Lincoln Heights Branch of the Los Angeles Public Library serves the East Los Angeles Mexican American community. The Los Angeles Public Library Federal Project has provided the impetus--and the funds--for additional services to the Spanish speaking.

The Library has been actively seeking Mexican American librarians. The Recruitment Committee, which consists of Los Angeles Public Library and Los Angeles City and County School librarians, was formed in 1969 to recruit Mexican Americans for library careers. The committee visits college and university classes to inform Spanish speaking students of qualifications required to become librarians and of scholarships available throughout the country.

To fill the need for Spanish speaking personnel, the Lincoln Heights Branch makes use of Community Aides, who assume an active roll in carrying out the bilingual activities of the Branch.

As a part of the Federal Project, the Lincoln Heights Branch instituted an "After Hours" program for adults in the community. From 9 p.m. to 12 a.m. on two Friday nights a month, the Branch sponsored a film program on topics of social concern (war, poverty, pollution, etc.). There is also a monthly Family Film Program for parents and children; there is no movie theatre in the area, and these programs have been well attended.

Book collections include publications on Mexico, California, and the Southwest which reflect the culture and heritage of Mexican Americans.

The Branch uses a great number of graphics materials to advertise library programs. These announcements are bilingual and attractive, and staff members feel they are of great value in attracting users.

The Federal Project was also responsible for the regular publication of The Inner Eye, a collection of creative writing by young people, (and later also adults) of the Mexican American community.

The Branch has offered English classes for the Spanish speaking with child care services for young children whose mothers are participating. Also, Sesame Street is broadcast at the library, followed by related activities. Classes in making Christmas decorations, library use, flower arranging, etc., are offered in Spanish. Also, the library sponsors a Cinco de Mayo celebration and plays in Spanish.

5.1.4 Other Libraries

The three libraries discussed in the preceding section are examples of total library concept being based on services to the Mexican American community. While other groups can -- and certainly do-- make use of the facilities, the target population is the Spanish speaking. (Note: It should be stressed here that these libraries do develop special programs for other ethnic minorities and for a general audience as well. The point is that these libraries structure their services around the Mexican American, rather than traditional Anglo concepts.)

In our study we also found a number of libraries which offer particular programs or activities of interest specifically designed for the Spanish speaking community. This is evidenced by responses to the survey of public libraries discussed in Section 4. For specific numbers and locations of these programs the reviewer is referred to the raw data appendixed in this report.

5.2 Optimal Library Concepts

The models proposed in the following sections of this study are extensions of present practices. They represent the next plateau of library service to the growing Mexican American community. They break away a little further from the present concept of a library as a repository of reading material and tend to emphasize the library as an information center for the entire community with strong social responses to neighborhood needs.

The classes of models vary. The discussion in the following sections will be grouped by these classes:

(1) The adaptive library concept and the flexible space and material models that fall in this category

(2) The community service center in several aspects

(3) The Community Information System (CIS)

(4) The student-related activities

(5) The mathematical tool model

5.2.1 Adaptive Library System

A library is in a constant process of change in users, in character, and in personnel. The subtleties of the transition are such that a highly used library can lose its appeal without being aware of the change. If the library is organized to meet the needs of the Mexican American, the transition may even be more dramatic as the social mobility of the target group accelerates. This change points up the need for the library to change its role in response to the varying character of the users. Therefore, the adaptive library model that is envisioned is a system that periodically (approximately every two years) reassesses its value to its population by survey and redirects its orientation into a more responsive mode. This method is equally useful to school and public libraries.

To be most effective, the library that operates in an adaptive method must be part of a library network that can absorb change. In such a network, interchange of material, moveable facilities and possibly mobile personnel will be needed to optimize the utilization of all the branches sharing in the exchange. In the ideal, the dendritic library system of the future with a computerized data bank (section 5.0) will permit quick evaluation of change. In a pragmatic "now" sense implementation can still be made.

Figure 5.1-1 is a block diagram illustrating the feedback system envisioned in the adaptive library: as in any feedback system, the output is observed, compared to a reference, and used (fed back) for control purpose. The analogy to many feedback control systems is obvious. In the simplest and most common class of these closed loop systems, the reference is constant; i.e., a fixed voltage, a fixed level of competence is used as the measurement criteria against which the output is measured. Changes are made in the system to bring the output to a condition where the error is nulled when the output is compared to the reference. In the adaptive system an advanced degree of sophistication is added in that the reference is not fixed. It may vary as a function of time or an external condition. The output of such a system must continuously, or step-wise, null out the error of the output to the variable reference.

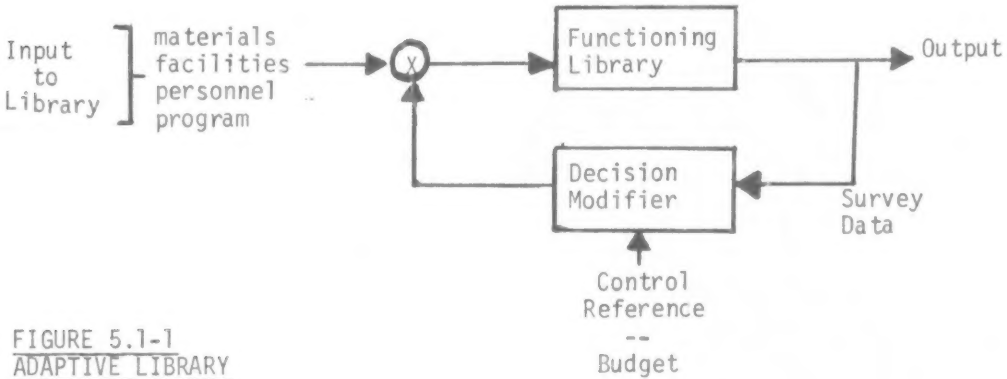

FIGURE 5.1-1
ADAPTIVE LIBRARY

Figure 5.1-2 is a flow diagram illustrating the external inputs to the system that modifies the reference element of the adaptive library. They include state and federal guidelines, demographic considerations, budgetary restriction. Most important, they include the programs that are successful in meeting the library objectives. Given, for example, that it is the library's purpose to attract more library nonusers and convert them to users of libraries, then the decision modifier of Figure 5.1-1 and 5.1-2 will alter programs, materials or other elements to show an increase in users. As the demographic make-up, budget or guidelines change (given that goal of changing nonuser to user remains) the decision modifier will have to alter the system so that user increase is still evident. If this cannot be done the constraining limits have been reached. Action outside the system (such as more funds) must be necessary to keep the system program operative. Since the program probably initiated in the state library system or as a directive of HEW, it is probably in their best interest to insure continuation of the program. This feedback systemitization therefore offers them more qualitative proof of value-effectiveness (of cost effectiveness) and becomes a logical instrument for request of additional funds.

The flow diagram of the adaptive library (Figure 5.1-2) illustrates several factors of interest. First, the adaptive system "time constant" must be fast enough so that the response to the survey is meaningful. If the answer is yes at the first decision point (Is program effective?), then it is easy to continue the program. Another survey need not be conducted outside the regular cyclic period (approximately two years). If the answer is no, then several decision modifiers must be considered. These may have to be considered in series-parallel. The questions of budget and facility must be answered affirmatively and then the philosophical question of the program "value-effectiveness" must be realistically appraised. If this cycle is entered, the survey-to-response time must be shortened until the program effectivity is affirmative or the program objectives are changed.

The second factor of interest in the flow diagram is that the program objectives are flexible and adaptable. For example, as the community population becomes older and requires different materials and social services, the objectives are reoriented to the interest of the changing community. In a school library, objectives are reoriented to meet both curricular and social interest changes. As another example, if the nonuser "outreach" program ratio turns negative simply because of program saturation, the value-effectivity becomes apparent. Realization must be reoriented. Not necessarily dropped--but the objectives must be changed to relate to a realistic environment. In the context of these terms, program objectives can allow for innovative modification.

One of the problems with the model is that effectivity interpretation is a major requirement of the system. The effectivity of the survey, of the answers to the survey and to decision modifiers must be understood. In the "pragmatic now" model the librarian is expected to keep a hand on all these controls. In the near futrue, the dendritic network previously described will allow the data center (the central library or school district library) to search for and retrieve the answers to the questions posed by the librarians. It will be the responsibility of the individual library to define the objectives and put weighting factors to the criteria that is considered important at the local level. In section 5.1 6 a nomographic planning tool will be discussed as a criteria setting aid to the librarian.

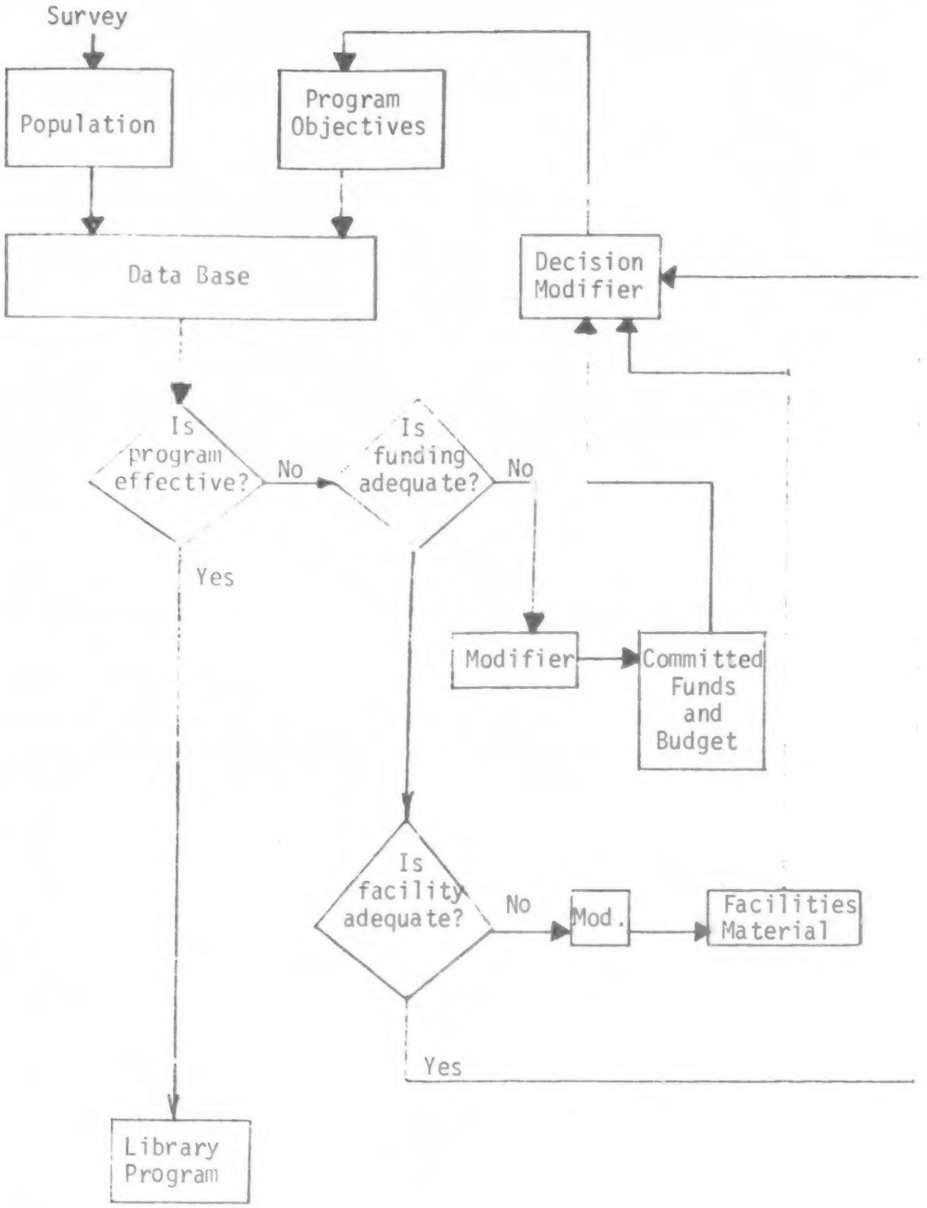
Survey
Population
Program Objectives
Data Base
Decision Modifier
Is program effective?
No
Yes
Is funding adequate?
No
Modifier
Committed Funds and Budget
Is facility adequate?
No
Yes
Mod.
Facilities Material
Library Program

FIGURE 5.1-2 FLOW DIAGRAM OF ADAPTIVE LIBRARY DECISIONS

ED 066 173

A SYSTEMS ANALYSIS OF SOUTHWESTERN SPANISH SPEAKING USERS AND NONUSERS OF LIBRARY AND INFORMATION SERVICES DEVELOPING CRITERIA TO DESIGN AN OPTIMAL MODEL CONCEPT. FINAL REPORT.

NATIONAL EDUCATION RESOURCES INST., INC., WASHINGTON, D.C. 30 JUN 72.
463P.

What impact could this system have on the Mexican American community of the southwest? Though this system can be utilized in any environment, it can be especially useful to our target group because they are or will be going through a major economic transition in the next few decades. Educational and library services changes will be part of this transitory phase. The adaptive system can quickly redirect the library to new needs and also serve as a barometer of progress.

5.2.1.1 Leasing Community Centers

The adaptive model previously discussed emphasized the program objectives and its effectivity primarily for a fixed physical plant. The model called Leasing Community Center (LCC) has among its advantages the ability to be a flexible facility capability with the previous discussion while at the same time considering the other attributes of an LCC.

The LCC is a privately invested and owned facility with some municipal rentals that combines community related activities with business ventures under one management. In such a facility doctors' and dentists' offices, tourist information centers, post office, employment office, health club, child care center, a school and a library may be combined under one roof. Services such as janitorial, temperature control, and security in the LCC would be provided by the leasing management. The prime advantages offered to a municipal government for participating in an LCC are that (1) schools and libraries can be constructed and in operation quickly without the long procedure of floating municipal bonds, (2) since operating costs are shared with several profit making organizations or governmental agencies the cost effectiveness of the municipally owned activity, such as the library, is improved, (3) the local government is not encumbered with a useless physical plant years later when the neighborhood needs have changed, and (4) the physical facility of the municipal activity can be expanded or contracted as the short term variations dictate.[5]

The last two factors cited make the LCC library amenable to the adaptive system concept. Since the walls can move (in or out) or the entire library facility can be moved to a new location at the termination of the lease (or the municipality can change the utilization of the library space to another function) there is great freedom in the adaptive system implementation to optimize facility without worrying about the impact of peripheries such as janitorial serivce, temperature control and parking facilities. The LCC can be used to serve as either a public library, a school library, or a joint effort.

The LCC concept is very viable in major portions of the southwest because it is cost effective and of interest to a new breed of entreprenuers who wish to introduce tourism to this part of the country. The master plan in all these enterprises consists of a community base which is identifiable with the tourist site. Where one imports the London Bridge or exploits the site of an old Spanish church, a center of tourist instruction and commercialisn exists. The LCC can easily be envisioned as part of these complexes.

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[5] It is recognized that statutes need to be revised in some states to authorize these goals.

The LCC cannot be constructed by entrepreneurs as an institutionalized structure. The internal space must be alterable to profitably pay for the investment. This fact abets the LCC adaptive library.

5.2.1.2 Adaptive Materials Collection

Within the farmework of the adaptive library and as a means of achieving cost effectiveness, a methodology for distributing prepackaged collections has been conceived. In this library model concept[6], known as the Material Prepackaged Plan (MPP), the school or community benefits if it chooses to procure a library package that meets needs common to others. The cost saving feature of the plan is in the quantity procurement of the library materials. The adaptability in the plan is that the entire MPP can be moved to a new location as the need for that particular collection loses its appeal at a particular library.

A prepackaged selection which would consist of materials such as (1) Spanish books with varying reading level comprehension,(2) books of Mexican, Spanish, Indian heritage, (3) a large collection of paperbacks, (4) phonographic equipment, records and cassettes, and (5) films, is conceived in the MPP as one of several material packages.[7] It is incumbent on the individual library to select the package that would be most responsive to needs of its users.

Because the package is a unit, it arrives at the library precataloged and inventoried--shelf ready. The immediacy of the project adds a great deal: once the needs of a particular area are determined, a collection to meet those needs can be immediately installed without having to go through the costly and time consuming selection process.

The MPP has an additional adaptive feature in that when area needs have changed, the entire package can be shipped to another library where it is more applicable, and a new package brought in. A variation on the MPP and one that is cost effective is the Collection Sharing Plan. Rotating collections have long been a part of libraries in large cities, and this method is one which can be used effectively in small communities as well. In this scheme, if one library system wants to increase its collection in a certain area, but cannot afford to place duplicate collections in its several branches, it will buy one collection and place part of this collection in each branch. The collection will then rotate at specified time intervals; the books at Branch A will move to Branch B whose collection will move to Branch C whose collection will move to Branch A.

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[6] This is similar to the old traveling library concept with revisions made to meet the needs of the Spanish speaking community.

[7] Sources of Spanish language materials are included in the Appendices.

5.2.2 Community Service Center

Under the generic classification of a community center there are several possible library models that could encourage library use by Mexican Americans. These models include the previously discussed leasing center, the maximum traffic pattern community center, the combined school and public library and the village library. The flexible space features of the leasing community center have been discussed in section 5.1.1. Services offered by the community center leasing library were purposely held in reserve until introduction in this section to eliminate redundancy with the discussion of services that are offered by the publicly owned community center library. These services, whether in leased or publicly owned facilities, are the same and are dependent on funding, HEW and state mandates, community leadership and community acceptance.

5.2.2.1 Maximum Traffic Pattern Community Center Library

It is the concept of this model to change the image of the library from a "solemn, somber, serious and silent" institution to a bustling, community involved, information center. This is the warmth that would attract users. To find this spontaneity in action requires a location that generates cross current traffic; therefore, this model is based on locating a library in the middle of a major shopping center or equivalent high traffic density area.

The central theme of this library is that of participation. The attitude that must be conveyed to all is a feeling of belonging--a feeling that "this is ours." This modern library must not only offer academic information and social centered information (such as agency referral service), but must also be a spirited recreation area where teenagers want to congregate "because that's where their friends are" and older people congregate because of the interesting activity.

The experimental storefront library of the Black ghetto is the closest analogy to the community-identifying library suggested here. The extension that we seek to emphasizes the bilingual attribute of the Mexican American. The subtlety of the bilingual emphasis is that library usage becomes one of culture, language and a means of translation. The need of finding out how to get a job, how to complete necessary forms desired by various agencies, how to communicate in the Anglo and hybird Mexican-Anglo community, transcends the typical information dissemination of the other libraries. The cultural and recreational elements suggested in the library are primarily inducements to bring the Mexican American into an educational environment that provides the best bilingual exchange for the most people.

In the analogy to our model, the library storefront of the Black ghetto, several factors have been noted in the successful ventures:

(1) They are in busy places
(2) They are in easy to "see into" places
(3) They are easy to "get to" places
(4) They have dedicated Black staffs
(5) The community is involved in some fashion in the program-start decisions.

The first three factors cited are also the raison d'être for the location of shopping centers and supermarkets. By following the logic of supermarket selling, the maximum traffic pattern community center library would encourage utilization of the techniques of modern merchandising to "sell" library materials.

The library pattern must conform in hours and decor to the shopping centers. Mothers with small children would populate the library while shopping, school students in late afternoon and evening, working adults in the evening. All could look in the window to see who is inside and what is going on. And all can find transportation since shopping centers are placed at major arterials with public transportation usually available. Shopping centers are planned for automotive traffic, therefore parking space is usually ample.

Full employment of modern merchandising techniques implies utilization of public relations and advertising techniques also. Newspaper, radio, television must be used in outreach programs to inform area residents of the library's existence, programs, and resources. For example, brochures must be mailed directly to local community residents, advertisements must be placed in Spanish community newspapers, Spanish speaking radio and television spot announcements must be placed in stores frequented by the Spanish speaking, special tours for school children and their parents must be conducted in early evening hours to acquaint the family with the various programs offered by the library. Librarians in turn must go to the schools and community clubs to enthuse potential library users.

5.2.2.1.1 Materials

Even though some of the more progressive libraries are recognizing the need for Spanish materials, it appears that the majority include works primarily by the traditional writers (such as Cela from Spain, Neruda from Chile, and Vasconcelos from Columbia). The Mexican American demand, however,is for writers like Octavio Paz, Ramos, and Fuentes from Mexico. They should be made available in the library in the Spanish text. It is suggested that these books be also made available in English since many Spanish speaking persons did not receive bilingual education and consequently do not have Spanish reading skills. By having both English and Spanish versions, bilingual study may be encouraged. Other materials in the library should include biographies and histories of such individuals as Benito Juarez, Emiliano Zapata, Cesar Chavez, and Reis Lopez Tijerina. The library might also have Spanish editions of do-it-yourself books of child care, health, cooking, sewing, auto repair, etc. Mysteries and novels including the "historietas" (adult romances and adventure stories in comic book form) should also be stocked.

The community center library must be an open library. Books by the more radical Mexican American writers such as Rodolfo "Corky" Gonzales and Jose Angel Guitierrez should be available to show the community that all are welcomed and all can be heard and read.

To complement the Spanish book collection, magazines, newspapers and other materials should also be available. Spanish language periodicals such as Siempre, Todo and Hoy--popular magazines equivalent to Time and Life--would be appealing to the more mature adults. El Grito, El Malcriado and Con Safos would appeal to the younger, more aggressive users.

Tapes and records of various Mexican artists have been found in some of the more progressive libraries, but it is also suggested that music of contemporary, local Mexican American artists be made available. For example, recordings by Sunny and the Sunliners, Little Joe and the Latineers, and The Mexican Revolution, dance bands from Texas, would appeal to young people. To determine the best selection, the library staff sould consult the young people in the community, thus involving them while also assuring that the choices will be accepted by the users.

Too often in considering library materials, the mistake is made of thinking that material from Mexico or predominantly Spanish speaking countries are best suited for Mexican Americans in the southwest. This is not necessarily the case. Although the heritage of the Mexican American has its roots in the areas previously mentioned, there are many contemporary artists and heroes and it is their works which the community wants. These are artists which the people can identify with--artists whom they know and enjoy.

It is therefore paramount that the library systems undertake a systematic investigation to determine the unique needs of the Spanish speaking in their own areas of service.

5.2.2.1.2 Community Center Activities

Special programs such as fiestas for Spanish holidays (Cinco de Mayo, 16 de Septiembre, Christmas), book drives, exhibits by local artists, and programs of public interest such as in drug abuse would be activities which would attract Mexican Americans to the library. To insure some measure of success these programs must have complementary facilities.

Day Care. A day care facility would enable more parents to participate in library activities geared to their level while the day care center is providing their children with elementary or pre-elementary classes.

Lounge. Part of the library whould include a lounge area where library users can comfortably read or enjoy a cigarette or cup of coffee. Sofas and other easy chairs would be available here.

At least two televisions should be available somewhere in the library. This would encourage persons who might not otherwise come to the library to attend. For example, if the wife wants to attend an adult basic edcation class, but her husband is unwilling to miss his favorite television program and she can't drive, he will be able to drive her to class and enjoy television with friends who might be in the same situation.

Films. Free Spanish and English movies would be shown at the library. Serials (Captain Marvel, Batman, Deadwood Dick) would be added as an inducement for people to return to the library to see what is happening to the hero and the heroine.

Following each film, some materials concerning the subject matter shown would be available. Persons interested in topics or subject matter of the film could further their knowledge of it by reading the available materials.

The films would be for entertainment and not necessarily educational films. Advertisements concerning various features would appear in various media via paid or public service announcements and on bulletin boards outside the library and in the community.

Displays and Exhibits. Library displays would reflect the community. For example, residents could display their arts and crafts to the public and develop a feeling of self-pride and recognition. This outlet would also enable them to sell their wares if they wished without having to pay a middleman. It might also encourage people to produce more of their wares, make more money, and thus attend the library more often. Instructive literature concerning the things they make must be available to those interested.

The displays could be changed weekly or biweekly, depending on the turnout. If changed more often, then the persons making the crafts might be encouraged to produce more and to read more on the subject. Contests to determine the best handicraft could be held, providing additional incentive.

Games. A variety of games could be offered as an inducement for young people and adults to attend the library. Games like pool, ping pong, checkers, and cards could be offered for indoor sports; of course, materials would also be available so that persons participating in these events could increase their knowledge of them. The library would encourage community aides to serve as instructors and take charge of the equipment. Tournaments could be offered and the winners in each bracket could be given trophies, certificates, or some type of recognition. The library could also send press releases to the local newspaper or radio station announcing the winner and thus offering more recognition for those participating in library events.

Adult Basic Education. This would be offered to adults, high school dropouts and other individuals who wish to raise their academic level as well as for those who want to increase their economic capabilities by obtaining a High School Equivalence Certificate. The courses could be held daily, weekly, or several times a week at times when most people can attend. For example, if held at night, working people would not have to lose a day's work to attend.

The materials must be carefully selected for adults with items of interest at their level while still providing the necessary educational requirements. The classes must be held in facilities designed for adults instead of those designed for children.

Citizenship Classes. These could be offered to permanent residents who are interested in becoming U.S. citizens. Not only would it give them an understanding of our governmental system, but also enable them to participate in the electoral process.

Voter Registration. Depending on the state, it could be offered all year or during the voter registration period. Since it is centrally located, the community center is an ideal place for the individual to register conveniently.

Job Referral. The unemployed can come to the library community center at night and Saturday for job referrals instead of having to trek into the central city attempting to obtain a job. The activity of this "closer-to-home" office would be closely coordinated with the inner city agencies and provide the unemployed with the type of services which he can now only obtain by leaving his community.

Home Economics. This would include such topics as sewing, cooking, child care, first aid, budgeting, consumerism (how to shop), basic home repair, safety, decorating and a variety of other topics which may be of interest to both males and females.

Study Areas. The library must have the facility for student study. Amplification of the student study areas will be made in section 5.1.4.

5.2.2.2 Combined School and Public Library

The community center concept described in the previous section considered the planning of a new and novel library. Such innovative structuring takes time. Present situations in smaller towns highly populated by Mexican Americans cannot wait for these longer range plans to mature. They need some remedial solution quickly. The quickest method to provide service would be to modify an existing public structure by adding public library service. The public school or community college is the best candidate for this modification; they already serve in an educational capacity and in many cases have a school library. Such combined libraries have been tried with varying success in Anglo communities of the east and midwest.

This combined library has disadvantages, and they should be enumerated to clarify the model. First, there is the emotional problem of getting people into an institution (such as a school) which has been distasteful to them in the past. The Mexican American too often identifies the present school system as an oppressive, demeaning organization structured for the Anglo. He, in many cases, is conditioned to stay away. This emotional concept would possibly deter him from entering that structure even after school hours. In using this public building as a library, the entrance to the library should ideally be directly from the street. The user would then not see it so dramatically associated with the school.

A second deterrent is time of utilization. To be effective to the community, the library should be open to the public for use during the day as well as other times. This would be difficult, if not impossible, within the school. If the library is an appendage to the school this public accommodation may be possible. More realistically, the school library would become a public library in the evenings. Since this service is an extension of school, the probability is that the facility would become a study hall for students who wish to work together. This is good and must be recognized as a positive attribute for library usage, but it would not support the need for the entire community.

The negative factors have counter arguments which must be considered. Though the state and local governments are well meaning, monies for two library facilities are often not available. To achieve the objective of providing the community with the Spanish materials proposed in this study, the "school plus public" library must be made to work. A second positive factor can be cited. If it can be assumed that the proper motivation can bring the public into the school, this will be another way of reinforcing the desired goal for interchange of ideas and cultures between the Anglo and Mexican American. The success of such a program will improve the image of the school to the Mexican American.

The concept of placing a public library in a utilized public building is not limited to locating the library in the school. There are schools that do not have a library and establishing a cooperative school investigation include churches, fire stations and town administrative buildings. The overriding factors must be:

(1) separate entrance for the library
(2) parking space near the entrance
(3) clearly visible signs designating the library
(4) openness of the library during the closed hours of all other public functions.

Cooperative efforts between school and public libraries are discussed in the section entitled The Philadelphia Project Concept.

5.2.2.3 Village Library

The Mexican Americans living in villages, though diminishing in number, must not be neglected when library services are considered. They have the lowest economic level. These proud agrarian people don't expect much, don't ask for much and receive little library funding support. The proposed model for the village is a community related facility where some appropriate reading material is made available. Staffing should be minimized to a paraprofessional of the community who can offer assistance and direction. It is important that this person be Mexican American, bilingual and respected by the community.

The storefront type library that can blend into the community is the proper setting for the village library. If the village is adobe, the library should be adobe. However, the visibility into and out of the library must be high. Windows must be big enough to allow outsiders to view the activity of the library and see who is participating in these activities. Warmth and friendliness must be reflected in the view through the window.

In order to motivate people by giving them a proprietary position in the library, a concept of participative construction is advanced. The materials would be provided by HEW allocation but the labor would be local. As an incentive towards having the building, a festival similar to a house raising party of the old days could be held. A coordinator could solicit foodstuffs from the local community and people could bring some of their own food. On the appropriate day (which would have been publicized in all appropriate media far in advance) the people could gather and work and have fun while building the library.

Once the library is built, it is suggested that the persons assisting in the building--whether through the donation of their time, money, services, etc.--receive some type of permanent recognition within the library.

The people themselves should determine the name of the library. Too often, we find the name of some Anglo given to a library in a predominantly Spanish speaking area of a community, but not vice versa. The people might want to name it after some contemporary hero, after the name of a barrio or some other name that would be appropriate to them. Again, this would give them a sense of identification with the library.

A community advisory group should be appointed so the community can determine its own policies in areas such as administration, staffing, materials selection, etc. This group would be elected by the community itself and would have a rotating chairmanship, once each year, so that community leadership could be developed.

The materials available in the village library must be appropriate to the group served. It is assumed for the purposes of this model that the target group is interested in basic information relating to farming, homecrafts, and automotive and farm machinery. It is also interested in news of the immediate "outside world." The material offered should fit these categories. Practical, easy to read maintenance manuals, how-to books and hobby books should be prime material.

The Spanish books and periodicals suggested for the community library would be applicable in the village library. These include the comic books, mystery books, and historiettas and periodicals such as Hoy, Todo, and Siempre. It is important that some of the material be available in large print for people who need, but don't have, glasses.

Ideally, much of the stock would be soft cover books that can be distributed without penalty or fine for lateness. The policy used in some storefronts of getting a new book when the old one is returned would be an effective policy to follow in the village library.

As in the social center of the city, the village library is ideal for community involvement. To reinforce the library utilization and community interaction, some activities previously described should be implemented. These include:

(1) Feature length Spanish and English films certain nights.
(2) Farm and arts and crafts exhibits.
(3) Cinco de Mayo, Christmas, etc., celebrations centered at the library.

5.2.3 Community Information Service (CIS)

The community Information Service concept as discussed herein is primarily designed as an activity of a public library. This model can, however, be readily modified to function as a part of a school library. The lack of sometimes desired anonymity might present some problems at the school level; however, a discreet and understanding staff would equalize this factor.

5.2.3.1 Introduction to CIS Concept

People have two types of information needs. The first of these is tutorial in nature, including such things as information of professional, academic, entertainment, or general interest. The second is his social information needs, the information he needs to survive in today's complex society. Traditionally, the library has existed for the most part to meet the tutorial needs; it has rarely placed emphasis on the information needed for solving an individual's personal problems--its emphasis has been on man's secondary problems of longer range need than on his immediate, primary ones of survival.

The traditional tutorial role is an important one and must not be overlooked; however, the social role must now be taken into serious consideration as man's social information needs are growing at a phenomenal rate, they must be met, and it is clearly within the library's function as provider of information to meet them. Decreasing user rates indicate that it is failing to do so at a time when social information needs are rapidly increasing. Enphasis therefore must be placed on meeting the social information needs of these communities if the people are to make eventual use of its tutorial information services; i.e., when a person has the basics--housing, employment, adequate health and legal care--he will then be in a position to use the library's other resources for long term benefit. These needs can be met by the library only when it becomes a source of the information vitally needed by the people it is supposed to serve--when it becomes a community information service.

5.2.3.2. Programs Similar to CIS

There are a few programs in existence at the present that embody many of the principles of Community Information Service. Two that will be examined here are the Public Information Center at the Enoch Pratt Free Library in Baltimore, and the Citizens' Advice Bureaus in England.

Enoch Pratt Free Library's Public Information Center (PIC) was established in 1970 through a cooperative effort between the Library and the University of Maryland's library school. The study and establishment of the project was funded through the Maryland State Department of Education, Division of Library Development and Services.

PIC offers information services in the areas of health and welfare and works in close cooperation with the area Health and Welfare Council's Information and Referral Service, taking on the tasks which are "germane to the library's professional role, thereby contributing to improvement in the availability of such information, both to individuals and to organizations."[8]

In conjunction with the Health and Welfare Council, the PIC assembled a listing of the social services available in the area, then developed a manual clue-word extract system on index cards for use by the staff.

Physical location of the PIC[9] is in the public area immediately inside the front door of the main area of the library. There are usually five staff members at the desks for walk-in and telephone users. After hearing the nature of the problem, the PIC staff person goes to the clueword file and finds the appropriate agency for referral. He then calls the agency and makes an appointment for the user, who is told whom he should see and when.

The usage rate of the PIC has not been high. The primary reason for this is the lack of a program to inform potential users of its existence. It now operates on a basis where the user must somehow stumble across the PIC in order to make use of its services. Also, there has been a lack of involvement on the part of the total library staff, resulting in less than complete support for PIC.

Even though the PIC has had problems in initiating its program, its basic concept is a good one and we have drawn heavily from it here.[10]

The British Citizens' Advice Bureaux (CAB) were established during World War II as a free service to give advice and information on any problem which the user has encountered. Although many CAB's receive financial help from local authorities, the independence of the CAB service is recognized and respected by statuatory bodies.[11]

The CAB system includes national, regional, and local officees, with the latter doing the actual advisory work and the others doing coordinating work (e.g., dissemination of information regarding new and changing services, maintaining standards in all bureaux, etc.). In some cases the CAB is located in the public library; in others it is in a completely separate physical facility.

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[8] Joseph C. Donohue and Carole Peppi, The Public Information Center Project, (Baltimore, Maryland: Enoch Pratt Free Library, 1971), p. 4.

[9] Ibid., p. 17.

[10] For further information on both PIC and CAB, the reader is referred to the previously cited The Public Information Center Project.

[11] Donohue and Peppi, op. cit., p. 29.

Its staff is primarily volunteers, a system which has worked quite well for the CAB system. Volunteers are treated in every way like paid workers, from recruiting to training to expected output, and this has resulted in a staff that is as reliable as paid workers with the added factor of pride in doing something worthwhile for the community. There are some paid staff members, but for the most part volunteers are in complete charge of the local CAB's. According to Carole Peppi, "the secret is to need them, to equip them by training, and to make heavy demands on them--using them not as cheap labor or as second best, but as contributors whose work is its own reward."[12]

The system has been in operation for a relatively long period of time, and it works quite well. There are a number of problems in transferring such a program to the U.S. One of these is the level of service offered by the CAB. In the U.S. there are a great number of legal dilemmas staff members could find themselves in if they offered as much direct service as do the CAB volunteers. Also, there would have to be a better system of volunteer work than is usually found here.

5.2.3.3 Establishing a CIS

From the experimental models, an information service that makes use of the best features of the PIC, CAB and other similar services can be drawn. Although this model that we call Community Information Service (CIS) to differentiate it from others can be adaptable to all communities, its prime objective is to be responsive to the needs of the Mexican American. The CIS is a very personal service in a variety of ways. The concept must be specifically tailored for the community it will serve, with the limitations of the particular library taken into careful consideration. There are pertinent factors, however, that remain constant.

The CIS is simply what its name implies--a service to provide information to the Spanish speaking community. It differs from traditional library service in that it handles not only information regarding sources within the library but those provided by other agencies and individuals as well. It is the core of the library and it refers library users to the place that can best help them solve their problems--whether that be a specific department within the library or a specific agency outside the library. In either case, the Mexican American knows he can go to the CIS with any question he may have and that he will be provided with an answer, or at least the name of the place where he can get the answer.

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[12] Ibid., p. 38.

The CIS operates for everyone, meeting the tutorial needs mentioned earlier as well as the social needs. Its main role is to help people who don't know where to begin, to act as a starting point. Within the library it will serve to direct tutorial users to the appropriate individuals and/or sources who can help them find the information they need, most often within the library itself. In its social aspect, it will again be referring people to those with the needed information, but here these resources will often not be within the library itself. The use of the library for this latter role has an added benefit, in that it will encourage people who are not regular users to use the library's own resources.

If a person has a question about anything--solar systems or rent increases or Greek history or chicken pox--he will get direction from the CIS. The CIS will meet both his social and his tutorial information needs in such a way that it will become a place where he knows he can come to solve the problems he faces in his daily encounters with a complex environment.

These social information needs are particularly prevalent in Mexican American communities. These communities have a high rate of unemployment, a low educational level, a host of linguistic and cultural barriers between them and the predominantly Anglo population, and the many social and economic problems which invariably are the result of these factors. If the goal is to provide the Mexican American with the tools to gain economic and social equality, he must first have the basic requisites for existence. The purpose of the Community Information Service is to provide him with the information he needs to gain these basics.

As is evident from the surveys of public and school libraries in the southwest, there has been very little emphasis placed on the needs of the Spanish speaking. These needs include knowing where to get a job, where to get legal aid, where to get medical care. The Mexican American needs translation services, entertainment materials in his own language, and vocational counseling and training. His children need day care, adequate education, and the cultural exposure currently offered to their Anglo peers.

Although the purpose here is to determine how the library can better fulfill its responsibility to the members of its community, also involved is the library's problem of a decreasing number of users. Much of the cause of this problem lies in the fact that the library does not offer the resources the particular individual needs or wants. There is nothing in his experience that leads him to believe there is anything in the library of personal value to him. A CIS project can be the key to encouraging new library users. If the CIS is a part of the library, a vital program, it will attract new users. The CIS, and therefore the library, is a place to go--it is open, and it welcomes people with or without a specific problem, encouraging them to use its recreational facilities as well as its information services. This type of openness will be noticed by the Mexican American when he uses the CIS, and when he sees there are materials specifically designed for him he will return.

The newly established CIS will, in nearly all cases, serve purely as a referral center. There is an uncountable number of agencies, groups, organizations, and individuals who offer social services in this country today. Many are quite effective, others have not met their stated goals at all. In all cases, however, the services are there to be used by the people who need them. The problem arises when the people who need the services don't know of the existence of these agencies, or, if they do, how to use them.

The newly established CIS should first determine the areas of greatest need of the population it is to serve. These can be any of a number of things: e.g., housing, employment, health care, legal aid, welfare services, day care, etc., with subdivisions of each. (As an example of these subdivisions, under housing would be such things as housing availability, rent control programs, tenant-landlord problems, services, legal health and safety requirements, leases, etc.)

When the CIS has ascertained the most crucial needs of the community it is to serve, it should then establish a directory of the agencies that deal with those needs. This directory is compiled--and will be continually updated--by talking with representatives of known agencies; keeping a record of articles published on such services; contacting churches, service clubs, and regional government offices; and other ways pertinent to the particular community involved.

Its next step is to establish a strong working relationship with the various agencies with which it will be working. These agencies must understand and have confidence in the CIS program in order for CIS referrals to receive optimum consideration and services. By the same token, CIS staff need to realize the extent of the agencies' services in order to properly refer individuals needing help. The agencies need to feel free to refer cases they can't handle to CIS for referral elsewhere and the CIS must be able to refer problems with the confidence they will be resolved.

At the same time this framework is being built, the CIS should begin taking physical shape. The CIS should be the core of the library, both literally and figuratively. Its location must be a place that is readily and easily accessible. In the library building, it should be the first place a person sees when he walks in the door and should be well identified by signs in both English and Spanish. Depending on local differences, it may be that the CIS will not be located in the library building itself, but in a storefront, mobile unit or other facility (always with strong lines of communication with the library itself)--the main consideration is that the CIS will be located where it can best serve its community.

Within the library building, CIS is an integral part of the library, not a separate entity. It acts much as a general information desk does now; it is merely an extension of those information services currently offered.

Materials collections of the CIS itself will not be extensive. Materials are of primarily the giveaway type, including pamphlets and other written items prepared either by the participating agencies or by the CIS. This information will also be available in nonprint media for nonreaders and in both Spanish and English. Extensive telephone facilities are mandatory, as much of the service to be provided will be requested in this way.

Obviously, an adequate number of well trained staff is crucial to the success of the CIS. As a distinct department of the library, the CIS will have at least one professional librarian, responsible to the Library Director, on its staff, in addition to several other staff members. CIS personnel training will include familiarization with the total library program, the social agencies of the community, and the problems and needs of the population to be served. Staff members should be both male and female, and most should be from the target community, capable of carrying the message of the presence of CIS to its Spanish speaking residents. The staff must be made up of individuals the members of the community will feel comfortable coming to with problems that need resolving.

When the Mexican American contacts CIS with a problem, he finds an individual who is genuinely interested in his problem and finding a solution to it. This individual will get the details of the problem and then tell the user whom he should see to resolve it, and, if the user wishes, make the initial contact for him with the service agency. The user is made to understand that if for some reason his problem is not resolved at the agency, he should return to CIS for additional help.

In keeping with the concept that the CIS is an integral part of the library, the professional librarians employed in other departments of the library should serve as CIS librarians on a rotating basis; there will therefore always be at least one professional librarian working directly with CIS, particularly if the CIS librarian is also rotating within the library departments.

When the resources and contacts have been established and coordinated, physical facilities set up and staff hired and trained, the CIS will then offer its services to the people. A widespread publicity campaign is called for at this point to introduce the services of the CIS to the community, relaying the message that CIS is the place to go for help with any type of problem or question. It should be stressed here that the system must be well established before offering its services to the community, for the best publicity is word of mouth--the resolution of one person's problem will lead to his telling others that CIS really does work.

CIS staff members will find there is a very fine line between where service by the CIS ends and service by an agency begins. Obviously, there will be times when CIS staff will be able to deal with a problem without referral; there will be many questions of a similar nature that the CIS will become adept at answering, in which case it will do so in order to avoid the user's having to take unnecessary additional steps. (For example, a user has lost his social security card and doesn't know how to go about getting a new one. The CIS can give him the necessary form to complete and mail to the Social Security Administration rather than referring him to the Social Security office itself, thus bypassing an unnecessary step.)

The CIS will, however, strictly refrain from offering advice better given by another professional, e.g., legal aid, medical advice, etc., as there are many legal boundaries the CIS must recognize. (The extension of the CIS to provide more of the actual services itself is discussed in the following section of this model.)

5.2.3.4 Extension of CIS Services

There is a continuum along which a CIS travels; determining exactly which and to what extent services are offered is dependent on a number of variables--funds, personnel, facilities, etc. This determination must be made by the individual libraries; however, it would seem advisable for the CIS to begin as a purely referral service and then expand gradually in the areas of social services as it gains more expertise in these areas.

The organization, administration, and staffing patterns are maintained in the same manner as those for the purely referral center, with only the services being extended. There will, of necessity, be additional space and other requirements, but the basic plan remains the same.

As CIS staff members gain competence and familiarity with certain problem areas, they will begin to take on direct responsibility for the handling of these problems, resulting in their performing many of the duties the purely referral center sends elsewhere.

Throughout the first years, the CIS would make and maintain relationships with particular individuals in the various agencies and within the community itself. As these contacts are strengthened, the CIS will gradually recruit some of these professionals as volunteer CIS staff members who will donate a certain amount of time to CIS work. Within the long range plan (using a 10 year time period as a base), the CIS would be able to develop its own cadre of volunteer professionals in the various social service fields who, in turn, will either deal with the problems of the users directly or do coordinating work with the cooperating agencies to a much greater extent than the referral center does.

After the CIS has been in operation for a number of years, it can gradually branch into many types of activities and services for the community, becoming a multi-purpose center, with the traditional library service being only one of a myriad of services offered by the CIS. This, however, can only be the result of careful, long range planning and extensive evaluation of developing programs by the library.

If a CIS program is to be effective, it must be based on a clear picture of the needs it will be fulfilling. It must be well organized from the beginning; consequently, there are a myriad of things to be studied for feasibility before a CIS is established. Some of these areas are briefly outlined here.

1. Financing. Areas of possible funding must be explored; to be considered are local, state, and federal aid and supplementary grants from the various cooperating agencies and/or their sponsors.

2. Community needs. In order to determine the areas the CIS will emphasize, a detailed study of the political, social, and economic situations is necessary.

3. Physical facilities. Possible locations should be studied in terms of accessibility and cost factors.

4. Staffing. Volunteer and paid staffing patterns should be carefully examined. Recruitment programs need to be developed, as do staff training sessions.

5. Review of the literature. Print and nonprint research on the CIS concept should be made as a basic resource list for CIS planning.

6. Cataloging and indexing. Possibilities of computers, other search and retrieval hardware, manual methods, etc., should be studied to determine the most effective method for the particular CIS.

7. Publicity. Community awareness campaigns need to be developed to determine the best ways of reaching the potential user population. An effective line of communication between the CIS and the community it serves must be quickly and efficiently established.

8. Organization and administration. The relationship of the CIS to the traditional library and its services must be clearly delineated.

9. Evaluation. A method to determine the effectiveness and needed changes must be developed.

These and other factors indicate the necessity of a feasibility study to insure that the CIS operation will run smoothly and that unnecessary problems interfering with service to the users are not encountered.

As the tremendous amount of information needed by man to survive increases, the communities need the services of a Community Information Service for consolidation of this information. It is the library's duty to provide its public with the information it needs; the information needs of the public have changed and are changing rapidly and greatly; the library, too, must change if it is to accept its responsibility of serving its community. The CIS is a method of meeting this challenge.

5.2.4 Student Related Library Services

The user/nonuser survey showed that the largest utilization of the public library was by students who needed the library as a reference source and a study area. While this is not very different from the Anglo community life style, there are differences in the Mexican American community make-up that stress the need for encouragement and expansion of student related library facilities. The primary difference is that the Mexican American student has little room in his home in the barrio to study. He usually comes from a large family with precious little space that is conducive to study. The library is one of the few places where both information and space are available. Although it is recognized in this report that the library must be made attractive to the entire community, the student, because of his needs, will continue to be one of the primary users of the library. The physical considerations for study, advanced tools for study, and motivating techniques for making the student a willing and voluntary user of the library are explored in the section.

The concepts discussed may be utilized in either public or school libraries, although some may be more suited to one than to the other. Also included in this section is a discussion of the Philadelphia Project.

5.2.4.1 Facilities for Study

The library in most cases, is the only available facility for study by the Mexican American student. There is no room in his home and there is little motivation or time to use the school library. Too often the library appears forbidding to the student, especially the Mexican American student, causing him to avoid a place that welcomes him. As in an Educational Facilities Laboratories (EFL) report on the school library[13], this report recommends a change from a formal orderly arrangement of tables and books for surveillance to an informal arrangement that more resembles a comfortable living space conducive to study.

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[13] Ralph Ellsworth and Hobart D. Wagener, The School Library: Facilities for Independent Study in the Secondary School, (New York: Educational Facilities Laboratories, 1970).

The space allocation of the library must be altered for proper integration of this study area into the conceptual community oriented model. The central dominant space in the library today is held by the rows of reading tables surrounded by bookshelves. Individual study carrels arranged so that each student would have considerable privacy would be more ideal for study. What is suggested then is allocation of space primarily for student study away from the general traffic pattern of book selection, check-in and check-out, of community participative programs.

Much innovation[14] has gone into study carrels. The most progressive are adaptable to accept teaching machines, records, tapes, radio, television, movies, slide projectors, etc. Moveable carrels can be designed to allow complete flexibility and adaptability to available library space and can be implemented to allow multiple usage of that space. The point important to this study is not that all modern conveniences be given for student study immediately but that the decentralized concept of separating the study area from the general reading area be adopted and space reallocation be considered to accommodate the individualized study area. In the EFL study the recommended reader space is apportioned as follows: study carrels--50 percent; group study rooms that may also serve as rooms for the use of audio-visual equipment--15 percent; flat top tables--eight percent; lounge furniture--17 percent. The recommendation is made by EFL that a minimum of 25 square feet of floor space per student reader must be allocated.[15]

5.2.4.2 Audio-Visual Library Materials

In the projection of the future library it was emphasized that audio-visual learning techniques will be increasingly used due to the progressively higher audio-visual orientation of new generations and also because the learning process is more easily reinforced by multiple technologies. The audio-visual training tools will be even more meaningful to the Mexican American student since bilingual translation of studies can be more easily visualized by a variety of media.

In time, multi-media training aids will be dynamic. That is, answers to questions will be available on demand through an interactive electronic display. Such a machine will truly have teaching ability since in this student-machine interaction a level of learning is reinforced before the lesson is continued. All media--print and nonprint--will be used to illustrate the lesson until the student understands and chooses to go on. If he does not understand he can choose to go back. For the Mexican American sudent even the choice of the tutorial language will be his own.

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[14] _Ibid._, p. 56.

[15] _Ibid._, p. 51.

An inexpensive closed loop system is not yet available, but open loop techniques such as illustrative movies, film strips, tapes, and cassettes are rapidly growing in use in the educational field. The library is slowly beginning to accumulate these media techniques. Because of cost, however, it is presently a small part of all libraries. Focusing on the Mexican American student's needs, little in audio-visual material in Spanish and/or of Mexican culture was found in the libraries of the southwest.[16] Material is available to fill this need[17] and must be made available to the Mexican American student to bring him into the library.

5.2.4.2.1 Bilingual Educational Self-Help Trainer (BEST)

The long range interactive student-machine "teacher" suggested will link to the data base computer of the dendritic library system of the future. Technological and cost breakthrough will be needed before this system will exist. However, a near term, simplistic, cost effective teaching tool can be visualized that goes a long way to meet the closed loop training methodology. Such a machine would be especially useful in a bilingual mode because it can bridge the gap of the language barrier in school where the teacher is not truly proficient in Spanish and at home where little help is offered because the English instruction is not well understood.

The concept of this machine is:

(1) to train the student to listen. This is accomplished in a game-like way such that correct answers to instructions and questions are rewarded by lights (pin-ball machine effect) and continuation of the program. The student works on a specific instruction until the correct answer is given;

(2) to allow the student to hear the question in either language or in both languages to give him facility with either;

(3) to train a student in the chosen subject while he also is learning by a bilingual mode. The motivation for study of a chosen subject is therefore not obstructed by a language barrier; and

(4) to train a student for individual study. The fun of playing with the learning machine will add to the student's enjoyment of learning something new by himself with the resulting pride of accomplishment.

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[16] Section 4.0, "Survey of School and Public Library Administrators."

[17] See the Appendix for a list of selected sources.

As visualized, the Bilingual Self-help Trainer (BEST) would be composed of a two track cassette player, an answering box, a cassette tape and a deck of Hollerith cards (IBM cards). The Hollerith cards are keypunched to accept the right answer to instructions and questions. When the cassette player instructs the student to perform a manipulative function the "correctness" of his performance or answer is weighed by the keypunched card. If the performance is wrong, the cassette player will repeat the instruction. This repetition will continue until the correct answer is given.

The student can decide which of the two tracks (English and Spanish) he wishes to hear. He may elect to hear the two serially and answer in either Spanish or English. He may choose to answer first in Spanish and then in English. Any of these modes can be selected by the student to motivate him into involvement.

The mechanization of the answering box or the cassette player requires no state-of-the-art "breakthroughs." The mechanization of the cassette player employs existing cassette reading heads and a novel electro-optical sensor for start-stop cycling. The answering box is composed of a Hollerith card holder, a small rear-view projector and a number of settable switches and lights. The card contains the keypunch information which must correlate with the required switching instruction and also contains the film transparency which is part of the audio-visual lesson.

The answering box is intended to be an uncomplicated machine with manual manipulation of much of the program. This design philosophy is intentional to minimize cost, make the tool uncomplicated, and give the student a feeling of "doing." He inserts and deletes the Hollerith card. He selects the language. He answers the question at his own speed.

The age level of involvement in the BEST system is broad based. Since it is audio-visual, the instructive directions can be simplified to the first grade level. The BEST system without any adaptation except new cassette and set of cards is useful to the vocational, junior college, self instructive student, and to the out-of-school person who wishes to advance himself.

5.2.4.3 Material Disseminating Center (MDC)

While surveying current library services in the southwest, we found that nearly every library has, to some extent, followed the theory that a library can lend things other than books.[18] Many libraries lend records and art prints; several lend games and toys; others lend media equipment; one even has pets. We have compiled many of these individual libraries' excellent ideas into a model called the Materials Disseminating Center (MDC). It is our opinion that the MDC will bring young Mexican American students into the library.

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[18] For examples, see survey in Section 4.0, "Survey of School and Public Library Administrators."

As was mentioned in the student facility discussion, the MDC is visualized in the decentralized library. The MDC will be separated from the main reading room traffic. All available materials will be displayed supermarket style on shelves and other display units. In that way, people can wander through the one MDC area and make a selection from the things offered. Hopefully, there will be a great deal of "impulse buying"--that is, users will borrow items they did not necessarily come for. This will happen if the items are merchandised much in the manner of a department store, with eyecatching displays, descriptive signs, etc.

In the center of the MDC area there would be a staff/circulation/information area. When a user checks out the item he has chosen, he receives a brochure, in both Spanish and English, describing the use and care of the item. In addition, staff will offer advice on the use of the item and answer any questions the user may have.

Some possibilities for inclusion within the MDC are:

--Paperbacks (possibly for sale)
--Record albums, particularly those popular with adolescents, and headsets
--Comic books (possibly for sale)
--Bibles and religious materials
--Maps and globes
--Scientific equipment and complete supplies for simple experiments
--Cameras and other photography equipment
--Paints, brushes, and other art supplies
--Tools (auto repair, carpentry, etc.)
--Adult and family games
--Children's games
--Toys (particularly the expensive educational toys which are too costly for many families but offer an entertaining way of learning skills)
--Small pets (primarily for attraction value): hamsters, guinea pigs, rabbits, birds, white mice, etc.; aquarium.

As an option with the MDC, a library can also include a variety of media hardware and software for circulation. As technological growth increases, more and more individual and small group use items are becoming available. There are currently a number of low cost, simple use, minimum care pieces of equipment on the market which could be either circulated or used for recreational purposes within the MDC. Some of these are individual use filmstrip viewers, cassette players, microfilm readers, video tape players, programmed instruction machinery (such as the previously described BEST machine), and bilingual learning devices.

These can be incorporated with self instruction kits--the so-called "mini courses" for individual use. Examples of courses range from arts and crafts (macramé, tie-dying, silk screen) to full GED preparation.

5.2.4.4 The Philadelphia Project Concept

The Student Library Research Project is developing a community library and student learning center in Philadelphia. The Library Learning Center Project will be a joint school and public library, utilizing resources from both institutions to create a bridge between the two and the community. The Project utilizes many of the concepts currently in use in other libraries around the U.S.; it is unique in its efforts to provide comprehensive change in the library services it provides by utilizing all the various techniques that have proved successful elsewhere.

A bibliography of additional source materials on cooperative efforts by public and school libraries is provided in the Appendix.

5.2.5 Analytical Tools

All the models that are proposed and discussed in this report have the intention of bringing more Mexican Americans to the library and to raise the community well being through informational and educational programs. There is an inherent dollar cost in such programs and therefore a need exists to determine the effectiveness of the programs in order to justify them to the state, federal and local governments. This methodology for determining cost or value effectiveness in important (1) to "sell" the need when confronted with intense competition for allocations between agencies and between individual libraries and (2) to determine the worth of the program to the target population.

Caution must be voiced at this time about the merit of any analytical tool that is used to "justify" cost effectiveness. It has been used historically by unscrupulous groups for self-aggrandizement or to develop a self-fulfilling prophecy that a couse is just or unjust. For example, it is possible to prove that Spanish material is not cost effective by considering a second hypothesis. The reference is subjective. Any analytical tool should therefore only be used as a guide to compare two attributes under the same hypothesis. (For example, should the Spanish material be aimed at a fourth grade level or a sixth grade level?)

Under these ground rules, it is the purpose of this section to suggest the modeling of mathematical tools that would allow the community planning groups or local librarians to ascertain for themselves the elements of library service that best suit the local needs at the most cost effective or value effective price. It is recognized that most planners are not mathematicians and would not be responsive to complex formula. What is suggested therefore are formulations that only require the library planners' and administrators' cooperation in determining the value of criteria. The selection of weighting factors, determined at the local level, in conjuction with HEW guidelines, put into the formula could determine the utilization of a particular technical model. The formula can be manipulated by a nonmathematical librarian planner in two ways. In the more complex mode, where very many variables are handled, a computer program is in order. In a more simplified mode, the use of a"nomograph" or special slide rule is envisioned.

5.2.5.1 Project Attractiveness Index

A project would be attractive in proportion to the anticipated incremental benefits to the Mexican American community and unattractive in proportion to its cost. Let the basic form of a Project Attractiveness Index (PAI) be:

$$\text{PAI}= \frac{\text{Estimated incremental benefit}}{\text{Estimated incremental cost}} = \frac{B}{C}$$

Project PAI's, the higher the better, can be used to help rank dissimilar competing projects. It is also expected that ways to strengthen projects will frequently be found in this process of making the PAI calculations.

Benefits. The main benefits measure assumed for this example is the number of new users that a program might attract. The discussion is in these terms in order to be specific. The same calculation principles can readily be adjusted to deal with other benefit measures.

Let it be assumed that benefits, B, can be expressed as the product of several factors:

--the size of the group being served

--a weighting factor combining estimates of group responsiveness to the project and the importance of gaining new users in the particular group.

Actually, since most programs have spillover effects beyond the primary target group, the expected number of new users would more appropiately be the sum of the new users from all the affected groups. Each term from this sum would have the form of group size x estimated improvement x weight factor.

Costs. Estimated incremental cost (C) may be given in a variety of ways, most frequently in dollars or dollars per year, or, where appropriate, in terms of some other scarce commodity (e.g., personnel, space). Usually the bases and methods of cost estimation are determined by the needs of the budgeting and funding processes. The discussion of cost estimation will not be continued here except to note that the same approach should be used for all candidate projects to make the estimates comparable.

Now consider the responses of the first fifteen questions in the questionnaire responses. If the objective is to increase usage by a given group, then it would be helpful to set reasonable targe rates of usage for the future. The fractions marked by asterisks and called "PREF" suggest such target rates for the nonstudent population. For example, in the case of question 13--"Employment Status"--acceptance of the survey results would indicate that 27 percent of the "employed full-time were users while 19 percent of the housewives were users. If we make .27 the reasonable PREF for each category of nonstudent users, the difference between 0.27 and 0.19 may be regarded as the "attraction potential" for a program aimed at the housewife. (The attraction potential is the fractional increase to bring the target population to the PREF.) The attraction potential for the housewife is .08. For the retired person it is .15 or almost double that of the housewife.

Now suppose a choice must be made between a program for housewives and one for retired persons. They probably differ in cost (not just money, but space, time talent and other resources) and in the size of the target group. There are costs and possible benefits for each action. For simplicity in the discussion, let it be assumed that costs can satisfactorily be expressed dollars and that benefits are to be measured in terms of new users. The new user expectancy should be proportional to the size of the target group of nonusers multiplied by the attraction potential for that group. Table 5.1-2 provide a way of estimating attraction potential. A Project Attractiveness Index (PAI) for the attribute can then be developed from:

$$\text{PAI}=\frac{\text{(k) Attraction Potential x Target Group Size}}{\text{Project Cost}}$$

The target group size and project cost are elements in the equation which are mechanical. Local census or survey data is used to estimate the size of the target graoup. The project cost is developed from local salary, materials and administrative costs. The k factor is the subjective weighting factor which must be given to the program under question to determine its importance in the overall scheme of library plans. The weighting factor combines several functions in the PAI calculation. Fundamentally, it is an estimate of the fraction of the potential new users that the project might attract from a given group. It also provides a vehicle for expressing policy by groups at all governmental levels. This is done by multiplying the basic fraction by factors that tend to correct the disadvantage of selected groups or to favor selected segments of the population (e.g., children versus retired persons, etc.). The establishment of the weighting factor is the critical element of the analysis procedure. Inherent in the k factor is the understanding of thelocal population, the governmental desires for improvement of a disadvantaged minority, and the knowledge of the capabilities and limitations of the local library staff and facilities. The weighting factor then is the multiplication of the variables such that:

$k= k_1 k_2 \ldots k_n$ where k may be HEW guidelines
k_2 may be state guidelines
k_1 may be local factors

To arrive at the proper weighting factors would first require good HEW and state guidelines followed by a studied evaluation of local criteria by the community representatives and library officials as to how these guidelines apply.

The analytical tool proposed involves the generation of a manipulative slide rule type implement which would allow the operator to solve for PAI by inserting the proper k values, local cost values, and local PREF.

TABLE 5.1-2 USER PROPORTIONS

Question	Response	User Proportion
1. Native Country	United States	.29* (PREF)
	Mexico	.16
	Other	.17
2. Sex	Male	.30*
	Female	.24
3. Age	12 years or less	.58
	13-17	.47
	18-22	.35* (PREF for adults)
	23-35	.25
	36-60	.22
	60 and up	.08
4. Education	4 years or less	.08
	5-8	.15
	9-12	.30* (PREF for most adults)
	Post high credits	.35
	2 year college	.58
	4 year college	.66
6. Language Spoken	Spanish only	.08
	English only	.39*
	Spanish & English	.27
7. First Language Spoken	Spanish	.25
	English	.36* (PREF)
8. Language Spoken Most Often	Spanish	.15
	English	.35* (PREF)
9. Language Read Most Often	Spanish	.12
	English	.31*
10. Books Read Last Year	1-3	.19
	4-7	.39
	7 or more	.48*$^{\text{or}}$ (PREF)
	none	.08
11. Moves in Last Five Years	None	.27* (PREF
	1 or 2	.24
	3 or 4	.22
	5 or 6	.27
	over 6	.14

TABLE 5.1-2 USER PROPORTIONS (Continued from preceding page)

Question	Response	User Proportion
12. Moved During Last Year	Yes	.23
	No	.26* (PREF)
13. Employment Statistics	Student	.57
	Employed full-time	.27* (PREF)
	Employed part-time	.26
	Housewife	.19
	Retired	.12
	Unemployed	.19
	Other	.29
15. Library in Community	Yes	.33* (PREF)
	No	.21
	Don't Know	.09

5.2.5.2 Theoretical Discussion

A theoretical discussion of the analysis procedure is presented immediately below. Following this, a representative numerical example is offered involving the comparative analysis of three proposed new library programs. The theoretical discussion is not essential to an understanding of the example and may be skipped over with no serious loss in continuity. The example is intended to be both an explanation of the analysis procedure and an indication of the "slide rule" manipulation that would be accomplished to determine PAI.

The simplest expression which can be postulated to describe the total number of users at a selected library is:

$$U_T = N_T P_T \qquad (1)$$

where: U_T = the total number of users at the library of interest
N_T = the total number of potential users in the area serviced by the library
P_T = the proportion of the population of potential users actually using the library

The term P_T, being a proportion, has limiting values of zero and one so that U_T can never be less than zero or greater than N_T. Table 5.1-3 is illustrative of P_T.

PROPOSED PROGRAMS	POTENTIAL USER CATEGORY (U_i)				TOTAL EXPECTED NEW USERS	PROJECT ATTRACTIVENESS INDEX
	$U^1_1 = N_1(P^1_1 - P_1)$	$U^1_2 = N_2(P^1_2 - P_2)$	$U^1_3 = N_3(P^1_3 - P_3)$	$U^1_n = N_n(P^1_n - P_n)$		
Program 1 Cost 1	$U^1_{1,1} = N_1(P^1_1 - P_1)k_{1,1}$	$U^1_{2,1} = N_2(P^1_2 - P_2)k_{2,1}$	$U_{3,1} = N_3(P^1_3 - P_3)k_{3,1}$	$U_{i,n} = N_n(P^1_n - P_n)k_{1,n}$	$U^1_{T_2} = \sum_{i=1}^{n} U^1_{i_2}$	$PAI_1 = \frac{U^1_{T_1}}{C_1}$
Program 2 Cost 2	$U^1_{1,2} = N_1(P^1_1 - P_1)k_{1,2}$	$U^1_{2,2} = N_2(P^1_2 - P_2)k_{2,2}$	$U^1_{3,2} = N_3(P^1_3 - P_3)k_{3,2}$	$U^1_{n,2} = N_n(P^1_n - P_n)k_{n,2}$	$U^1_{T_2} = \sum_{i=1}^{n} U^1_{i_2}$	$PAI_2 = \frac{U_{T_2}}{C_2}$
Program n Cost n	$U^1_{1,n} = N_1(P^1_1 - P_1)k_{1,n}$	$U^1_{2,n} = N_2(P^1_2 - P_2)k_{2,n}$	$U^1_{n,3} = N_3(P^1_3 - P_3)k_{n,3}$	$U^1_{n,n} = N_n(P^1_n - P_n)k_{n,n}$	$U^1_{T_2} = \sum_{i=1}^{n} U^1_{i_3}$	$PAI_n = \frac{U_{T_n}}{C_n}$

TABLE 5.1-3 PROJECT ATTRACTIVENESS MATRIX

If it is hypothesized that every potential library user can be characterized by some established criteria such that each can be identified with one of some number of mutually exclusive categories, it follows that (1) can be changed to the form:

$$U_T = U_1 + U_2 + \dots + U_n \qquad (2)$$

$$= N_1P_1 + N_2P_2 + \dots + N_nP_n \qquad (2a)$$

$$= \sum_{i=1}^{n} N_iP_i \qquad (2b)$$

where: U_i = the number of library users in the ith category
N_i = the number of potential users in the ith category
P_i = the proportion of users within the ith category

The expression "mutually exclusive" as applied to the categories means that they are defined in such a way that no potential user can be identified with more than one. If there were not the case, the (2) model would be considerably complicated by the need to subtract terms from the right hand side representing users whch are common to more than one category. This is a convenient simplification which does not reduce the validity of the ensuing discussion. The model is invalid in those categories where people cannot be separated.

If a goal proportion of users (P_i^1) is established for each category of potential library users, then the increase in the number of users (U_i^1), which would result if the goal proportion for that category were reached, could be found from:

$$U_i^1 = N_i(P_i^1 - P_i) \qquad (3)$$

Additionally, if each proposed new library program or service is assigned a weighting factor with limits of zero and one which defines its potential for attracting nonuser members of a given category, then the number of additional library users in that category which could be expected to result from the implementation of a specific new program would be:

$$U_{ij}^1 = N_i(P_i^1 - P_i).k_{ij} \qquad (4)$$

where: U_{ij}^1 = the increase in the number of users in ith category if the jth program is implemented
k_{ij} = weighting factor in the ith category expected to respond to the jth program

Determination of the total expected increase in the number of users resulting from program j must take into consideration the effect of program j on each category of potential users. This total expected increase (U_T^1) is the sum:

$$U_T^1 = U_1^1 = U_2 + \dots + U_n^1 \qquad (5)$$

$$= \sum_{i=1}^{n} U_i^1 \qquad (5a)$$

In any real situation a number of terms of (5) would be equal to zero; i.e., the expected effect on many of the potential user categories would be nil. The project attractiveness index (PAI) of the jth proposed library program in terms of the expected total increase in the number of library users per dollar cost of that program (C_j) can now be found from:

$$PAI_j = \frac{U_{Tj}^1}{C_j} \qquad (6)$$

The term C_j of (6) must include such cost elements as materials, staff, furnishings, and floor space. Thus, calculation of C_j requires that some operating period be established for project j. The valid comparison of two or more PAI's requires that they be based on cost estimates for the sample time of program operation.

The question of what new library programs should be undertaken to attract current nonusers would generally be posed in one of two ways.

(a) Given that x dollars are available for new library programs to attract new users, which proposed program represents the most value effective utilization of these funds?

(b) Given that the proportion of library users within one or more categories of potential users is considered inordinately low, which proposed program(s) should be instituted to raise this proportion to the goal level(s) in the most cost effective way, and what will be the cost?

The model equations previously presented provide the tools necessary to obtain the answer to either of these questions; there remains but to establish a methodology for their use.

The orderly use of the model equations requires the generation of the analysis matrix of proposed library programs versus categories of potential library users as shown in general terms in Figure 5.1-3. Note that the proposed new programs, along with their estimated cost of implementation, are entered along the left margin of the matrix. The potential user categories are entered along the top margin with their corresponding U^1, the increase in the number of users which would result if the goal proportion of users for that category is reached, found from (3), $U_k^1 = N_i(P_i^1 - P_i)$. Thus far the data entries required are the value of each proposed program, the number of persons in each category of potential users, the current proportion of users for each category (P_i), and the goal proportion of users for each category (P_i^1).

The next step, the establishment of a weighting factor (k_{ij}) at each program/category intersection of the matrix defining the proportion of nonusers in the category expected to be attracted by the program under consideration, depends on HEW guidelines evaluated, local factors such as the make-up of the community being served and the capabilities and limitations of the library staff. The judgments of responsible members of the community should be solicited as part of the process of establishing k_{ij} values.

With the k_{1j} established there follows the calculation of the intersection $U_{1,j}$, expected to result from program j. From (4), $U_{1j} = N_1(P_1^1 - P_1)k_{1j}$. The total number of new users expected to result from the implementation of a given proposed program (U^1_{Tj}), is entered in the next to last column of the matrix of Table 5.1-3 as the sum of all the U_1 values for that program.

It remains then to calculate a project attractiveness index (PAI) for each program in terms of expected additional users per dollar expenditure and entering this value in the last column. From (6), $PAI_j = U^1_{Tj/Cj}$. The resulting effectiveness values provide a quantitative unit of measure by which proposed new library programs can be compared and decisions made regarding their implementation.

5.2.5.3 Project Attractiveness Index Numerical Example

As a numerical example of the foregoing, consider that preliminary analyses and comparisons of proposed new library programs has resulted in eliminating from consideration all but two. These two proposed programs and their estimated costs for the first year of operation are:

Project 1 = Spanish material for fourth grade education level--$2,000/year

Project 2 = Spanish language periodical reading room, $3,500/year

In these two programs consider the categories of potential library users whose populations are expected to be attracted by one or more of the programs. As shown in Table 5.1-4, the population group that would make use of the programs could be categorized by highest school grade completed. Assume then

(a) N_1^1 = 4,000 = number of Mexican Americans with four or less years completed
P_1 = .08 = current fraction of library users for above category
P_1^1 = .20 = target goal fraction for above category

$U_1 = N_1(P_1^1 - P_2) = 4,000(20-8) = 480$ increase users using above criteria

Similarly N_2 = 1,000 = number of Mexican Americans with 5-8 years schooling

$P_2 = .15$

$P_2^1 = .30$

U_2^1 = 1,000 (.30 - 15) = 150 new users in this category

N_3 = 2,000 = number of Mexican Americans with 9 or more years schooling

$P_3 = .27$

$P_3^1 = .35$

U_3 = 2,000 (.35 - .27) = 160 new users in this category

This data is limited in the top row of Table 5.1-4. The second and third row indicate the project, the project cost and the weight factor for each category. Therefore, in the chart all the statistics of "Providing 1,000 units of Spanish Materials at the 4th Grade Level" are indicated. The accumulative total of new users from all the population groups is shown in column 5. The PAI is then computed by dividing the to-al accumulated in column 5 by the cost of the project. This PAI is shown in column 6. In our example, Project 1 has a better PAI and on the surface would be a better investment.

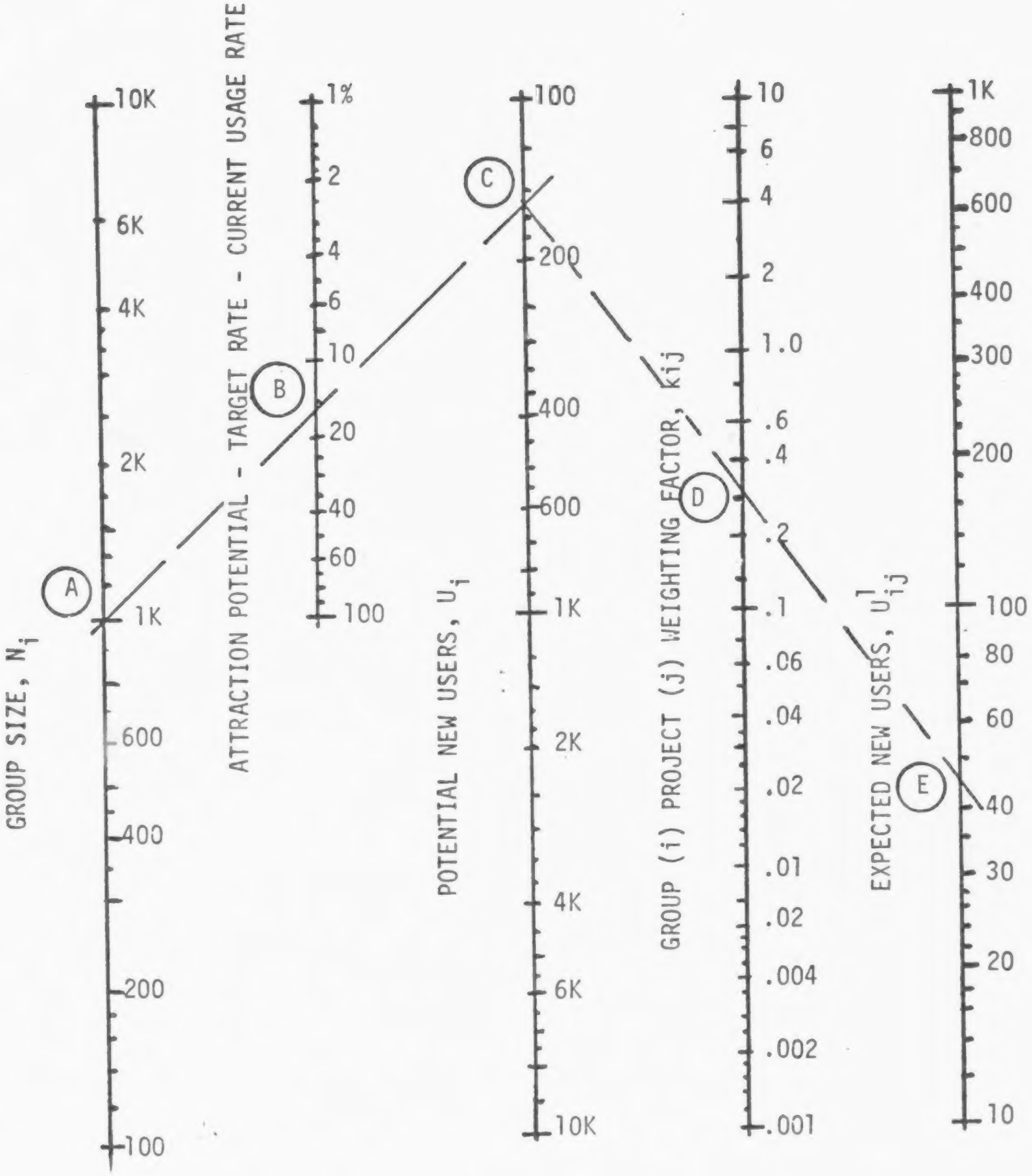
The example chosen is simplistic but it illustrates the slide rule mechanics that would be required to make a reasonable calculation of program effectivity. It must be cautioned again that such a tool is a guide of relative values.

5.2.5.4 Nomograph

Figure 5.1-3 is an illustrative example of the nomograph that is derived from the previous formulation. It can operate as a slide rule or as a chart. The output of the nomograph is the U_i (potential new user) value. The sume of the output of the new users divided by sum yields the PAI. Its use is illustrated by an example from our previous problem. If, for example, the number of expected new users of Project 2 in the 5-8 year school grade completion group is required, then the size of the target group in the community (Point A on group size line) is identified and it is believed that an increase of 15 percent usage rate is possible (Point B on attraction potential line), then a line between Point A and Point B falling on "Potential New User" line will describe the potential new users that can be anticipated. This is represented by Point C. If the weighting factor k is known (Point D), then a line drawn between Point C and Point D landing on the line "Expected New Users" at Point E will describe the value U_i^1.

TABLE 5.1-4 SAMPLE PAI SELECTION

POPULATION GROUP (1)	HIGHEST GRADE COMPLETED			TOTAL U_T^1	PAI
	4 or less yrs. (2)	5-8 yrs. (3)	9 or above yrs. (4)		
Group Size	$4,000 = N_1$	$1,000 = N_2$	$2,000 = N_3$	7,000	
Target Rate	$.20 = P_1^1$	$.30 = P_2^1$	$.35 = P_3^1$		
Current Usage Rate	$.08 = P_1$	$.15 = P_2$	$.27 = P_3$		
Attraction Potential	$.12 = U_1^1$	$.15 = U_2^1$	$.08 = U_3^1$		
Potential New Users	$4,000(.12) =$ $480 = U_i$	$150 = U_2$	$160 = U_3$	$790 = U_T$	
Project 1 —— Provide 1,000 units of Spanish materials at the 4th grade reading level.					
Weighting Factor	$.25 = k_{1,1}$	$.15 = k_{1,2}$	$.05 = k_{1,3}$		
Estimated New Users	$120 = U_{1,1}$	$23 = U_{1,2}$	$8 = U_{1,3}$	151	$PAI = \frac{151}{2,000} = .075$
Projected Cost				\$2,000/year	
Project 2 —— Set up a special reading room for Spanish periodicals.					
Weighting Factor	$.10 = k_{2,2}$	$.30 = k_{2,2}$	$.50 = k_{2,3}$		
Estimated New Users	$48 = U_{2,1}$	$45 = U_{2,2}$	$80 = U_{2,3}$	173	
Projected Cost				\$3,500/year	$PAI = \frac{173}{3,500} = .05$



N_i x (Attraction Potential) = U_i

$U_i \times k_{ij} = U^1_{ij}$

FIGURE 5.1-3 BENEFITS NOMOGRAPH

SECTION 6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Section 6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Mexican American community and the library systems of this country are going through a period of great change. The Mexican American is rapidly altering his environment and way of life from a rural to an urban mode. The library system, too, is altering its archival and book depository-and-lending image, becoming more social conscious and community minded so that its informational service is more universal. These two changing entities need to interact with one another as never before. The Mexican American needs the library as an educational medium to prepare him for a degree of culturation into a constantly changing Anglo society. Equally important, he needs the library as a motivational source for self-understanding. The library can be the best informational source of Mexican and Mexican American cultural, political, technical and artistic achievement and thereby provide a needed means of self-identification. The public library, on the other hand, must draw as many members of the community to its fold if it is to fulfill its role as a viable, public dedicated organization. Since the Mexican American represents a large percentage of the population of the Southwest, a disproportionate Mexican American non-usage of the library would indicate a lack of understanding of community needs or a turning away from a vital community service.

The project entitled "A Systems Analysis of Southwestern Spanish Speaking Users and Nonusers of Library and Information Services Developing Criteria to Design an Optimal Library Model Concept" was conceived to scientifically factor the elements of importance and then to formulate library systems concepts that would have short and long range meaning to the Mexican American community. A three phase program was initiated to achieve these objectives.

The first phase was a seven group survey to determine (1) how many Mexican Americans use library facilities (2) what element of the population they represent (3) what benefits they derive from the system and (4) what socio-economic factors affect library usage in the Mexican American community. The seven surveys included: (1) users of libraries (2) non-users of libraries (3) top level administrators of public libraries (4) working librarians of public libraries (5) top level administrators of public and parochial schools (6) working librarians of public and parochial schools and (7) administrators of community/junior colleges. The User and Nonuser surveys were conducted on a person-to-person basis in the barrios of the cities. Only Spanish surnamed people were queried. The remaining five surveys were conducted by mail. The evaluation of libraries therefore was limited to those libraries which responded to the questionnaire.

The survey areas chosen for the surveys were in the predominantly large urban centers of the five southwestern states which have large Mexican American populations: Phoenix and Tucson in Arizona, Los Angeles and San Diego in California, Denver in Colorado, Albuquerque and Santa Fe in New Mexico, El Paso and San Antonio in Texas. San Jose (Alviso), California, and Crystal City, Texas, were surveyed to give representation to Mexican Americans who live, and to libraries that exist, in a small city and town. A comprehensive demographic, economic and political description of all eleven sites is given in the report to illustrate external factors which impact on the library-Mexican American interface.

The second phase of the project consisted of analyzing the data of the surveys, particularly the User and Nonuser surveys, to determine the city demographic differences or the personal Mexican-American attributes that were causal effects in library usage and non-usage. Some of the analyses consisted of simply observing patterns of raw data. Other analyses used statistical process and formalized reasoning to search for significant results. The base for the user-nonuser survey was designed to provide an adequate base for the analysis. The sample size for the nine large cities was designed to produce a 95 percent level of confidence that the percentage of users in the sample was within five percent of the user rate for the Spanish speaking population. The public, school and junior college questionnaire return did not offer the broad base of response that was achieved by personal solicitation. However, it was adequate to give a cross-section of state, city and county administrative attitudes to Mexican American needs.

The third phase of the program then extended the knowledge derived from the surveys of present realities to anticipate near term and long term community requirements and the libraries' possible response and participation in these needs. The project considered library adaptations, system management concepts and mathematic tools that would have value effectiveness to the libraries and the Mexican American community.

SURVEY RESULTS

(a) USER-NONUSER SURVEY

The User-Nonuser survey quantitatively determined the number of Mexican Americans who identified themselves as library users and qualitatively determined the library features and personal desires that presently separates the user from the nonuser. Approximately twenty-six percent (26%) of those surveyed identified themselves as users. Of these self-identified users, however, thirty-one percent (31%) did not have a library card. One conclusion that may explain the inflated user figure is that personal pride prevented a nonuser from identifying himself properly as a nonuser. A second conclusion may be that the Mexican American values the concept of being a library user as a positive personal and family attribute and therefore "wishful desire" turns into an "actual user."

The user-nonuser surveys have more value in determining (1) the relative features of library service that attract Mexican Americans (2) the difference in users in the eleven sites and the (3) difference in the library systems of the eleven cities. This is true because the common questions are used in both user and nonuser surveys. Analysis of these common questions can extract (1) the meaningful personal attributes of users and nonusers and (2) the differences in cities that make one city more responsive to the library needs of the Mexican American than another city. The survey indicates that though the average library today is primarily a source of book borrowing, and not a community center, the most important personal needs that attracted Mexican Americans to the library included:

Obtain special information

Read or borrow books

Obtain employment information

Check out materials to take home

Take the children to the library

Some of the major Mexican American characteristics that affect library usage include:

Language--The language barrier is a major personal factor of nonusers. Usage is strongly correlated with choice of language and which language is spoken in the home first. Those who only speak English have a higher library usage rate than those who are bilingual and a greater usage than those who spoke only Spanish. The impression that libraries are for Anglos is reinforced by the libraries having minimal (one percent or less) Spanish reading material.

Education-A low education level is a major personal characteristic of the nonuser. Not surprising, library usage decreases with decreased level of school. In the User-Nonuser surveys, 64 percent of the nonstudent respondents report themselves as school dropouts. To change a portion of these nonusers into users of libraries would require an emphasis on simple informative material that is not condescending.

Age-------Age and education emphatically correlate in the surveys. Education levels are consistently lower for successively higher age groups.

Accessibility--More than 60 percent of respondents live more than one mile from the library. More than 30 percent live further than two miles from the library. The predominant mode of transportation used by the respondents is the private automobile. Only 20 percent walk to the library and 10 percent make use of public transportation. The cost of public transportation is 50¢ or more for over 50 percent of the respondents.

Library-Patron Relationship--Almost 50 percent of the nonusers have never used a library and almost the same percentage either didn't know or said there was no public library in their community. Very little advantage from advertising of library service is evident. Most of the nonusers know how to get a library card, but few have one.

Library Services:

(1) More than 80 percent of the respondents answered "no" or "don't know" to awareness of bilingual programs, Spanish cultural collections or information services for Spanish speaking community. If such programs exist in the local libraries, the information is not effectively disseminated.

(2) The bookmobile is not effective. Eighty percent answered "no" or "don't know" to the presence of a bookmobile stop in their community. Only 10 percent report using the bookmobile.

Trustees and Staff--The response of more than 90 percent of the user respondents have little knowledge of the make-up, functions and interests of their library board. The implication is that there is little communicative interaction between the board and the community. Community opinion does not appear to be an input into new library program planning.

The User-Nonuser surveys revealed a reasonable wide spread of usage between the sampled cities. Within a given state the similarity of usage was evident; however, a significant difference existed from state to state. Texas and New Mexico can be grouped together on the higher usage side, while Colorado, California and Arizona can be grouped together on the low side of library usage. Though New Mexico and Arizona have geographic proximity and presumably cultural similarities, the user rates are quite dissimilar. One of the possible reasons for intercity differences could have been in the composition of respondent sample. Since more students responded in one city than another, it gave rise to an abnormally high usage rate, and secondly, the Mexican American community of the higher usage rate cities was more "at home." The inference was he felt less antipathy from the Anglo community, since the four highest usage cities were also the ones that have a higher Mexican American population: Albuquerque, Santa Fe, El Paso and San Antonio.

Patronage by level of education also distinguishes the cities, especially Albuquerque and El Paso, compared to San Diego. Much of El Paso's favorable showing came from those with 5-12 years of education. In Albuquerque the gains over expectation were distributed additionally into the post-high school categories. A large part of San Diego's low overall usage rate came from low student usage. A review of the usage by age group and by the nonstudent employment status group suggests that, as in Santa Fe and San Diego, school habits carry over into the nonstudent population.

(b) PUBLIC LIBRARY SURVEYS

Questionnaires answered by library administrators and librarians in predominantly Mexican American communities highlight the following operating facts:

Staff--There is a shortage of Spanish speaking personnel in the library system and most notable is the lack of Mexican Americans at the professional level of administrators. For example, in the public libraries surveyed, only 9 of 245 are Spanish surnamed. This is only a percentage of 3.7%. It is interesting to note, however, that 17% of the librarians speak Spanish at some level of proficiency.

Mexican Americans are primarily employed as supportive staff or part-time aides in the library system. The public libraries showed at least 26% of their supportive staff as Spanish speaking. There was a discernable trend that where most Mexican Americans were employed they were utilized to work with the Spanish speaking.

Recruitment--There is a trend toward recruitment and special advancement programs to attract more Mexican Americans into the library system. In the public libraries, 7 of 19 reported special recruitment programs for Spanish speaking staff and 3 of 19 reported special job advancement for Mexican Americans.

Mexican Americans on Administrative Staffs--There seems to be an increasing interest in placing Spanish speaking people on library administrative staffs to help determine the informational needs of the Mexican American. Seven of 19 public libraries surveyed indicated they have someone on their staffs whose time is devoted to determining community needs and translating them into viable programs. All seven were librarians, but only four spoke Spanish.

Mexican American Advisory Boards--Although school, college and junior college libraries have an increasing awareness concerning community input, public libraries reported having very few Mexican Americans on their Board of Trustees.

Service Activities for Mexican Americans--In the area of service activities, 10 of 19 public libraries surveyed had limited service activities especially tailored to supply library and service information needed by the Spanish speaking community.

Library Use Instruction--Instruction in general library use or information resources other than card or book catalogs was offered by all public libraries. At least 13 libraries had instruction in both English and Spanish. However, eight libraries reported having instruction in the use of the library in English only.

Spanish Materials--Similar to the shortage of Spanish speaking personnel, there was also an acute shortage of Spanish materials. The number and percentage of Spanish language books and periodicals were very small. Similarly, the number of nonprint materials in both English and Spanish was also very low.

Cooperative In-Service Programs--Public and school libraries seemed to have a good working relationship to serve Mexican Americans in that 12 of 19 surveyed had an organized cooperative program school and public libraries for in-service programs. However, none of the libraries had in-service programs for the Spanish speaking.

Recreational Programs--Very few recreational programs were held in Spanish.

Displays and Exhibits--All the public libraries surveyed have displays of some type. More than half have displays for Spanish speaking groups. although more often than not they are not prepared with the assistance of the Spanish speaking community.

Educational Classes: Adult education and vocational counseling are offered by a few libraries.

Advertising and Public Relations: Most libraries have some type of advertising program. Many report using various Spanish language media to reach the Mexican American sector.

(c) PUBLIC SCHOOL AND JUNIOR COLLEGE/COMMUNITY COLLEGE SURVEYS

Questionnaires answered by administrators and librarinas in schools of predominantly Mexican American communities reflect approximately the same characteristics and attitudes as the public library. Junior and community college libraries offer some of the more progressive programs. The two groups (school and junior college) are presented jointly here for comparison purposes.

Staff--Of the 93 librarians in the sample, 12 percent are Spanish surnamed. From a larger sampling taken on a study for the United States Commission on Civil Rights[1] Spanish surnamed librarians in the secondary school level represent 2.7 percent of all librarians in the Southwest. The educational level of these librarians represents three percent with no degree, 40 percent with a bachelor's degree and 57 percent with a master's degree.

Most schools have at least one supportive staff member for the librarian. Of these, 26 percent are Spanish speaking. Where Spanish speaking and/or Spanish surnamed persons are employed, the majority work with Spanish speaking students.

None of the librarians of the Junior/Community Colleges surveyed were Spanish surnamed. However, a number of the supportive staff are, Eight of the nine respondents utilize part-time Spanish speaking aides from the community or student body as paid supportive staff.

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[1] J. A. Reyes Associates, Inc. (pg. 4-78) footnote.

Recruitment--Fifteen of 54 school libraries noted that they have recruitment programs for staff, and 7 of 53 have special job advancement. Recruitment was much better in the college and junior college libraries, where it was reported that at least 5 of 9 had recruitment programs for the Spanish speaking.

Mexican Americans on Administrative Staffs--Junior College/Community College response indicates that at least 4 of their institutions had 4 persons on their administrative staffs whose time was devoted to determining community needs and translating them into viable programs for the Mexican Americans. All 4 spoke Spanish, and 1 was a librarian.

Mexican Americans on Advisory Boards--More than half of the Junior College/Community Colleges surveyed reported having a community advisory board with Mexican American representation on it. The figure was higher in school libraries, where 77% indicated that their educational system had a community advisory board with Spanish speaking representation. Surveys of parochial schools, however, indicated that only 1 of 5 schools had a similar board with Mexican American representation.

Specialists and Special Programs--Of the Junior College/Community Colleges surveyed, 6 work closely with faculty members to coordinate special programs related to the use of the library and audio-visual materials for Spanish speaking students. At least 3 take part in the teaching aspect of curriculum and special programs designed for Spanish speaking students. Junior colleges also noted that special services were offered to the students in English, and a few in both English and Spanish. School libraries noted that of their 60 respondents, 37 (62%) of the librarians did not have service activities designed to supply library and service information needed by the Spanish speaking community.

Instruction in Library Use--School libraries indicated that they offered users (upon request) instruction in general use of the library or information resources other than card or book catalogs. The major part of such instruction was in English. Of 62 respondents, 3 did not offer such instruction, and of the 59 remaining, 86 percent were in English.

Spanish Materials--The percentage of Spanish volumes in school libraries in most cases is below 1 percent, and in all cases well below 5 percent. The number of nonprint materials (especially in Spanish) was also very low, and in many cases nonexistent.

Junior College/Community Colleges indicated that they provided a wide range of learning materials in a variety of media. Material in Spanish is available but not as diverse as the general collections, and the levels are also limited to classics and/or children's materials.

Tutorial Programs--Of the 64 school library respondents, 24 (36%) indicated that their libraries, through their own staff members or by the use of outside specialists, provided tutorial services to students in addition to guidance in the use of library materials and information sources.

Cooperative In-Service Programs--Public and school libraries seemed to have a good working relationship to service Mexican Americans in that 12 of 19 surveyed had an organized cooperative program for in-service training. The colleges and junior colleges pointed out that few organized cooperatives were available among themselves and other libraries to provide service programs for the Spanish speaking.

Recreational Programs--Recreational programs, which can often draw nonusers to the library, were provided by only half of the school library respondents. Of those who do offer such programs, nearly all (film programs, reading clubs, discussion groups, etc.) are in English. Parochial schools had no recreational programs.

Displays and Exhibits--A large percentage of school librarians regularly display exhibits of some type. While these displays are not limited strictly to book exhibits in most cities, they are in English, except in Los Angeles (6 out of 7 respondents) and Denver (3 out of 4 respondents) where displays in both Spanish and English are exhibited. Where displays devoted to the Spanish speaking were used, they were usually prepared with the assistance of Spanish speaking students and staff. Although all but one of the colleges surveyed have an academic Spanish studies program, only 3 libraries offer exhibits and programs for the Spanish speaking students.

Special Programs and Services--A variety of special services was offered to the students by the college libraries, but only a small number were in Spanish and English. Many of the services offered by the college, however, were in English only. School libraries offered some book talks and/or story hours. In no case were these held in Spanish exclusively. In both cases only 4 respondents indicated such programs were held in both English and Spanish. Most were in English only. Only 3 respondents indicated the library does any type of special programs directed at the Spanish speaking students.

Library as a Meeting Place--Insofar as the community is concerned, most libraries do not serve as meeting places for lectures and group discussions directed to the Spanish speaking community. The matter was different in colleges where approximately half of the respondents indicated their college served as a meeting place for lectures and group discussions directed to the Spanish speaking community.

RECOMMENDATIONS

The culmination of this study is the realization of meaningful recommendations that (1) serve as an outreach program to Mexican American nonusers of libraries, (2) that are economic and value effective, (3) that are realistic rather than idealistic for their time, and yet (4) that are dynamic and compensate for change of ideas, materials and methods. These recommendations must cope with the primary characteristics that separate the Mexican American from the Anglo: language difference, difference in present education level and difference in cultural values (measurement in different standards). The recommendations must cope with some Mexican American distrust of the "system."

The recommendations can be grouped in three classes--training, remedial or short term changes and longer term changes. Training is paramount because there is a communication gulf that must be bridged by bringing more Mexican Americans into the libraries as librarians. Remedial changes are easy and economical to implement, but the effect may not be dramatic. The longer term changes involve insuring that the Mexican American input is inserted into the equation of library service as the library and the community undergo transitions.

TRAINING: Outreach to Mexican American nonusers of libraries will fail without motivated, outgoing, knowledgeable librarians who have a strong desire to aid Mexican Americans. These include Anglos who learn the Spanish language and Mexican American culture and Mexican American librarians who wish to help their own. The following programs are recommended to meet this objective:

(1) States should sponsor in-service library training so that Mexican Americans can be employed at once. The level of training must be encouraged to acceed the paraprofessional level.

(2) States should emphasize grants to library schools to increase the number of Mexican American librarians who hold an MLS degree. On the basis of the number of libraries in the Southwest that have more than 50,000 volumes, 100 to 150 Mexican American librarians can be absorbed now. Federal funding formulas should be altered to recognize this training need.

(3) Some Spanish and Mexican American cultural education must be given to the Anglo librarian who provides services in Mexican American communities. For the near future this librarian is the only real catalyst in the neighborhood library.

(4) States should provide monies so that library staff whose work deals primarily with the Mexican American can attend conferences dealing with the Spanish speaking.

(5) States should provide monies so that libraries can hire additional summer staff or part time staff in order to interest high school students in library science degrees.

(6) States should provide monies so that college students majoring in library science can have part time jobs during the summer to reinforce their theoretical college training with actual on-the-job training.

REMEDIAL RECOMMENDATIONS: The following are immediate changes that can be implemented that would probably have some effect on Mexican American usage without major change in library budget or concept:

(1) Provide free library cards to all. San Jose (Alviso) residents, for example, must pay a $10.00 fee to take out books from a nearby county library. It would be well to provide all people with an unsolicited library card by mail (much as credit cards are sent out). Some who never entered the library might explore the use of the card.

(2) Increase the level of Spanish and Mexican American oriented materials in most libraries by adding (a) well known modern Mexican books; (b) Spanish language periodicals; (c) tapes and records of Mexican and Mexican American artists; (d) mysteries and "historietas," and (e) simplistic self instructional Spanish manuals to the library stock.

(3) Provide more display areas in the public and school libraries so that the Mexican American community can express its cultural attainments through arts and crafts to the Anglo community.

(4) Increase advertising campaign to the Mexican American by utilizing more Spanish language media. De-emphasize cultural lectures and emphasize employment, vocational and educational information services, recreational and entertainment related to the Mexican American.

INNOVATIVE RECOMMENDATIONS: A major element of this study was the evaluation of management tools and newer library methodologies that could be utilized to improve the nonuser fraction. None of the methods considered were inventions. Rather, they were implementations of successful programs with a "bilingual twist." All are dynamic, since they compensate for change in personnel, materials and patrons. The recommendations (based on the methods considered) involve implementation of tools within an existing library or library system or the installation of experimental library program. They include:

(1) The recommendation of the development of a "value analysis" criteria. The study evolved a mathematical tool used in engineering sciences,called nomograph, to aid in determining program effectiveness. This tool, based on State or HEW guidelines, is intended for local library planner usage. To make this tool useful the design of weighting factors for all programs must be established.

(2) The recommendation of the implementation of an experimental adaptive library system. The study evaluates a library system within a closed loop system where the input requirements of materials, space and personnel are periodically weighed so that the library maintains itself relevant to the community while being "cost effective." The techniques of pursuing such a management course in library practice follows known techniques and is an adaptation of servo system analysis. The nomographic tool, previously discussed, becomes useful in the evaluation of changing patterns in the adaptive library. In the study, library models which are space adaptive and material adaptive are discussed.

(3) A heavy emphasis must be given to opening new library outlets in Mexican American communities. Ideally, in the large cities this study recommends that these branches should be located in maximum traffic pattern areas such as in shopping centers. They should be similar in architecture to local stores and ideally the materials and services should be "merchandised" in the fashion of the supermarket. Heavy emphasis must be placed on the recreational and informational services offered at the library.

In the smaller towns where it is not feasible to have a library facility, a combination school-library complex is recommended. The entrances to both should be separated to be effective. In the small village, a simplistic "store-front library" is recommended. Soft cover books of practical subjects and Spanish periodicals and historietas should be stocked. Check-out and check-in materials should not be mandatory, rather an inducement to read such be the dominant theme. These village libraries should be coordinated with the educational system.

(4) State librarian should establish more meaningful and effective policies for the needs of the Mexican American people. The human resources of the state are its most important commodity, and the responsibility to increase the opportunities, skills and education through media, materials and facilities rests on those state officials who have accepted this charter. It is strongly recommended that requests for state library funding from the federal government should be specifically defined as to how and where the funding will be utilized. The cogent analysis demonstrated that federal aid did little to change local and state funding patterns; since certain cities could not produce funds they were excluded, thus providing the state with an effective mechanism for perpetuating the inequities that exist at the local level.

(5) State libraries should be more active in encouraging and leading communities to provide special services. This study evaluated several community information services and the community needs for such services. It ascertained that the library system is a natural outlet for dispensing referral information on employment, translation service, vocational counseling and training, immigration problems and citizenship requirements, welfare and multiple other community informational needs. In the study, existing models on the east coast and in England are discussed. Recommendation to study extensions of these programs with a "Spanish flavor" is suggested.

(6) The Mexican American student does not have adequate study areas in his barrio home. The library, in most cases, is the only available facility for study. This study in a small way evaluated the physical considerations for student study, the advanced tools for study and the motivating techniques for study in the library. Recommendation is made to further evaluate the use of study correls in the public library, to extend the audio visual library for study purposes and to consider bilingual teaching devices as part of library equipment.

(7) The survey also manifested a strong need for demonstration projects at the local level. The Albuquerque model cities library has been extremely successful with the local population. The models defined

in the previous sections are highly recommended in the following areas:

San Antonio, for an urban type of model.

San Luis Valley, and specifically, the Durango area, for a rural/village type of library component.

Albuquerque, to continue but augment the adaptive model component to enhance its operation.

Pomona, and/or Alviso, California, for a combined school and public library model.

These areas have the proper ambience for high probability of success and the local leaders, such as city librarian, city manager and state officials have indicated their full cooperation.

APPENDIX A

Survey Questionnaires

Questionnaire for Nonusers of Libraries

1. In what country were you born?
    (1) United States
    (2) Mexico
    (3) South American Countries
    (4) Central American Countries
    (5) Other

2. Person being interviewed is:
    (1) Male
    (2) Female

3. Your age is:
    (1) 6 or under
    (2) 7-12
    (3) 13-17
    (4) 18-22
    (5) 23-35
    (6) 36-60
    (7) 61 and over

4. What is the highest grade in school you completed?
    (1) Grade 4 or under
    (2) Grade 5-8
    (3) Grade 9-12
    (4) Post high school credits or technical school
    (5) Two year college
    (6) Four year college graduate or above

5. If you are not a high school graduate, what was the primary reason you left school?
    (1) Academic
    (2) Discipline problems
    (3) Money problems
    (4) Lost interest
    (5) Illness
    (6) Other

6. What languages do you speak?
    (1) Spanish only
    (2) English only
    (3) Spanish & English
    (4) Other

7. If you speak Spanish and English, which language did you learn to speak first?
    (1) Spanish
    (2) English

8. When you speak, which language do you use most often?
    (1) Spanish
    (2) English

9. When you read, which language do you use most often?
    (1) Spanish
    (2) English

10. How many books have you read in the last year?
    (1) 1-3
    (2) 4-7
    (3) 7 and over
    (4) none

11. How many times have you moved in the last five years?
    (1) None
    (2) Two times or less
    (3) Four times or less
    (4) Five or six times
    (5) More than six times

12. Have you moved during the last 12 months?
    (1) Yes
    (2) No

13. What is your employment situation at this time?
    (1) Student
    (2) Work--Full time
    (3) Work--Part time
    (4) Housewife
    (5) Retired
    (6) Unemployed
    (7) Other

14. Not Applicable.

Questionnaire for Nonusers of Libraries (Continued)

15. Is there a public library in your community?
(1) Yes (2) No (3) Don't know

16. Has a librarian ever attended or spoken at any formal meetings of Spanish speaking organizations that you know of?
(1) Yes (2) No

17. Does the library serve as a meeting place for Spanish speaking groups in your community?
(1) Yes (2) No

18. Is there public transportation to your nearest library?
(1) Yes (2) No (3) Don't know

19. What would be the cost of public transportation to the library nearest your home?
(1) under 25¢ (3) 50¢ - $1.00 (5) Don't know
(2) 25¢ - 50¢ (4) over $1.00

20. Are you aware that the public library services are publicly financed and should be available to all citizens?
(1) Yes (2) No

21. Have you ever used a public library?
(1) Yes (2) No

22. Do you have a library borrower's card?
(1) Yes (2) No

23. Do you know how to get a library borrower's card?
(1) Yes (2) No

24. In addition to lending books the library also lends magazines, recordings and repair manuals. Were you aware of this?
(1) Yes (2) No

25. Do you know what a bookmobile is?
(1) Yes (2) No

26. Is there a bookmobile stop in your community?
(1) Yes (2) No (3) Don't know

27. How many times a month does the bookmobile stop in your community?
(1) once (4) four times
(2) twice (5) more than four times
(3) three times

28. Have you used materials from a bookmobile?
(1) Yes (2) No

29. How often do you read a newspaper?
(1) daily (3) occasionally
(2) weekly (4) not at all

30. In what language do you prefer to read the newspaper?
(1) English (2) Spanish

Questionnaire for Nonusers of Libraries (Continued)

31. Do you read magazines?
    (1) daily (3) occasionally
    (2) weekly (4) not at all

32. In what language do you prefer to read a magazine, books or paperbacks?
    (1) English (2) Spanish

33. Magazines and newspapers are usually available in many public places. In the past six months have you read or glanced through newspapers or magazines at any of these places?
    A. At home.
    B. At other people's homes.
    C. At the dentist or doctor's office.
    D. At the barber or beauty shop.
    E. On the bus, train, plane or at terminals or depots.
    F. At work.
    G. At school.
    H. In coffee shops, bars or restaurants.
    I. In drugstores, newsstands, or bookstores.
    J. In supermarkets, laundromats or department stores.

34. How often do you listen to the radio?
    (1) frequently (3) rarely
    (2) occasionally (4) not at all

35. If you do listen to the radio do you listen to:
    A. Music C. Sports
    B. News and weather D. Religious programs

36. If you listen to the radio do you listen to programs in:
    (1) English (3) Both English and Spanish
    (2) Spanish

37. How often do you watch television?
    (1) frequently (3) rarely
    (2) occasionally (4) not at all

38. When you watch television do you watch:
    A. News and weather C. Movies
    B. Sports D. Variety shows

39. When you have free time what is the main way you spend it?
    (1) Church related functions
    (2) participate in sports
    (3) movies and/or television
    (4) visiting with friends and family
    (5) participate in social/political groups
    (6) a fairly even combination of the above five things

Questionnaire for Nonusers of Libraries (Continued)

40. Does the public library ever advertise its presence and services on television?
(1) Yes (2) No

41. Does the public library ever advertise its presence and services on radio?
(1) Yes (2) No

42. Does the public library ever advertise its presence and services in newspapers?
(1) Yes (2) No

43. If you only speak Spanish do you think this would prevent you from obtaining the services of your local library?
(1) Yes (2) No

44. Do your friends like to go to the library?
(1) Yes (2) No (3) Don't know

45. Does going to a library make you uneasy?
(1) Yes (2) No (3) Don't care

46. Where would you go for information?
(1) a friend
(2) a teacher
(3) a clergyman
(4) a library staff member
(5) a political leader
(6) other (specify)

47. Please list any information services that you think are needed in your community.
1.________________________ 3.________________________
2.________________________ 4.________________________

Questionnaire for Users of Libraries

1 - 15 same as in Questionnaire for Nonusers of Libraries.

16. If this is not the library closest to your home please explain why you preferred to use this library instead.
(1) Bigger and more material
(2) More convenient
(3) Offers better service
(4) Spanish is spoken
(5) Other

17. How far is the nearest public library to your home?
(1) Less than one mile
(2) One to two miles
(3) Two to four miles
(4) Four to six miles
(5) Over six miles

Questionnaire for Users of Libraries (Continued)

18. How far is the nearest public library building to your work?
    (1) Less than one mile
    (2) One to two miles
    (3) Two to four miles
    (4) Four to six miles
    (5) Over six miles

19. Did you come to this library building by:
    (1) Private transportation such as car
    (2) Walking
    (3) Public transportation

20. What would be the cost of public transportation to the library nearest your home?
    (1) Under 25¢
    (2) 25¢ - 50¢
    (3) 50¢ - $1.00
    (4) Over $1.00
    (5) Don't know

21. Do you have a borrower's card from this library?
    (1) Yes
    (2) No

22. Do you have a borrower's card from any other library?
    (1) Yes
    (2) No

23. How did you learn about this library?
    (1) At school
    (2) At work
    (3) By family or friends
    (4) By public advertisements
    (5) Through other community agencies
    (6) Other

24. If you have made use of libraries other than this one in the last twelve months, were they
    (1) Other public libraries
    (2) School libraries
    (3) College libraries
    (4) Other

25. If you came to get materials or information were you
    (1) Completely satisfied
    (2) Only partially satisfied
    (3) Not satisfied

26. If you were not satisfied with your visit to the library, why not?
    (1) The information wanted was not available through inter-library loan
    (2) The information wanted was out at the time
    (3) Could not find any information or material on the subject
    (4) No suitable material available or material out of date
    (5) Information was not available on the subject
    (6) The hours of library service inconvenient
    (7) Library too crowded or noisy
    (8) Library staff not helpful
    (9) Language problems

27. What other sources of information or materials do you go to?
    (1) Another library
    (2) A book shop
    (3) A newsstand
    (4) Ask someone
    (5) Other

Questionnaire for Users of Libraries (Continued)

28. Does the library employ any Spanish speaking staff?
    (1) Yes (2) No (3) Don't know

29. Does the library provide any special programs devoted to the Spanish speaking?
    (1) Yes (2) No (3) Don't know

30. Have you ever participated in any of these special library programs devoted to the Spanish speaking?
    (1) Yes (2) No

31. Does the library have any bilingual programs for the Spanish speaking, such as the children's story hour?
    (1) Yes (2) No (3) Don't know

32. If yes, have you ever participated in such programs?
    (1) Yes (2) No

33. Does this library have, in a distinct location, a special collection devoted to the culture and heritage of the Spanish speaking people in the United States (e.g., reading rooms, Mexican American collections)?
    (1) Yes (2) No (3) Don't know

34. Would you like to see more Spanish language materials in the library?
    (1) Yes (2) No (3) No opinion

35. What would you like to see more of in the library for the Spanish speaking?
    A. Recordings C. Story books E. Pamphlets
    B. Films D. Government publications F. Other

36. If you wanted the library to order more material in English or Spanish do you think they would?
    (1) Yes (2) No (3) Don't know

37. Where would you go to get this material ordered?
    (1) Staff members (4) Clergymen
    (2) Family (5) Political leaders
    (3) Library board members (6) Don't know

38. Does the library ever advertise its presence and service on television?
    (1) Yes (2) No (3) Don't know

39. Does the library ever advertise its presence and service on radio?
    (1) Yes (2) No (3) Don't know

40. Does the public library ever advertise its presence and services in Spanish language newspapers?
    (1) Yes (2) No (3) Don't know

41. Is there a bookmobile that travels to your neighborhood?
    (1) Weekly (4) More than once a month
    (2) Twice a month (5) Less than once a month
    (3) Monthly (6) Never

Questionnaire for Users of Libraries (Continued)

42. Do you find materials in the bookmobile you are interested in?
    (1) Yes (2) No

43. Does the library provide an information service for the community, especially the Spanish speaking community?
    (1) Yes (2) No

44. Do you know the members of the library board of trustees?
    (1) Yes (2) No

45. Have you ever spoken to any members of the library board of trustees?
    (1) Yes (2) No

46. Is the board of trustees elected?
    (1) Yes (2) No (3) Don't know

47. Is there an advisory board to the library from your community?
    (1) Yes (2) No (3) Don't know

48. Do you know of any Spanish speaking, Spanish surnames or Mexican Americans on the library board of trustees?
    (1) Yes (2) No

49. What do you like most about the library? (List)

50. What do you dislike most about the library? (List)

51. Does the library provide the opportunity for Spanish speaking users to review its service policies?
    (1) Yes (2) No

52. That you know of, has a librarian ever attended or spoken at any formal meetings of Spanish speaking organizations in your community?
    (1) Yes (2) No (3) Don't know

53. Does the library serve as a meeting place for Spanish speaking groups from your community?
    (1) Yes (2) No

54. Does the librarian in your community function as an information base or assist in referral services for the Spanish speaking community?
    (1) Yes (2) No (3) Don't know

55. List the Spanish language periodicals that you read which are not now in the library but which you would like to have in the library.

56. Why do you go to the library?
    (1) To meet friends
    (2) To take children there
    (3) To read or borrow books
    (4) To use audio visual aids
    (5) To attend a special library program or tour the library
    (6) To obtain special information
    (7) To attend a library story hour
    (8) To look at films
    (9) To listen to recordings
    (10) To do school work
    (11) To get information relative to employment
    (12) For translation assistance
    (13) To attend community meetings
    (14) To check out material to take home

Questionnaire for Supervisors of Public Libraries

1. Name of library.
   Mailing address.
   Telephone number.
   Director.
   Person completing questionnaire if different from above.
   Title.
   Date completed.

2. Type of library
   (1) School
   (2) College
   (3) City
   (4) County
   (5) State
   (6) Information Center
   (7) Other (Specify)

3. Is this the main library, if so, are there any branches or stations? (Enter number directly, if this is not a main library enter 00)

4. How many librarians are employed by this library? (Give exact number)

5. Are any librarians Spanish surnamed?
   (1) If yes, what percent work in or directly with the Spanish speaking community?
   (2) No

6. Are any librarians Spanish speaking?
   (1) If yes, what percentage work in or directly with the Spanish speaking community?
   (2) No

7. How many supportive staff members are employed by this library (e.g., clerks, typists, library assistants, pages, etc.)? Give exact number.

8. Are any of the supportive staff Spanish surnamed?
   (1) If yes, what percentage work in or directly with the Spanish speaking community?
   (2) No

9. Are any of the supportive staff Spanish speaking?
   (1) If yes, what percent work in or directly with the Spanish speaking community?
   (2) No

10. What is the population in the geographical area served by this library? (Give the exact number)

11. What percent of the population is Spanish speaking (e.g., Chicano, Hispanos, Latinos, Mexican Americans)?

12. Within the geographical area served by this library, where is (are) the highest concentration(s) of Spanish speaking Americans located?
    (1) Distinct names of community (e.g., Old Town, East Los Angeles, etc.)
    (2) Major streets that serve as boundaries
    (3) Use enclosed map to delineate area(s)
    (4) Are they geographically scattered?

13. Is the main library located in one of these areas?
    (1) Yes (2) No

14. Is there a branch or library station located in this area?
    (1) Yes (2) No

15. If there are branch libraries or stations within the Spanish speaking communities or within a one mile radius, please answer the following:
    A. Is the branch librarian or other librarians in such branch Spanish speaking? (1) Yes (2) No
    B. Are supportive staff members Spanish speaking? (1) Yes (2) No
    C. Do branches or stations determine their own service policies and programs? (1) Yes (2) No
    D. Do these branches have advisory boards or groups that are composed of people from that surrounding community? (1) Yes (2) No

16. Does this library provide bookmobile services? (1) Yes (2) No

17. How many stops does the bookmobile make?

18. Does the bookmobile make regular stops in the Spanish speaking community? (1) Yes (2) No

19. Does the bookmobile librarian speak Spanish?
    (1) Yes (2) No

20. Does the bookmobile supportive staff speak Spanish?
    (1) Yes (2) No

21. Does the bookmobile carry materials in Spanish?
    (1) Yes (2) No

22. What percent of bookmobile materials are in Spanish?

23. What is the total number of volumes in this library?

24. A. What percent are in Spanish?
    B. How does this percentage compare with that of three years ago? (1) Higher (2) Lower (3) No change

25. How many current periodical titles are received by this library?

26. What percent are in Spanish?

27. How does this percentage compare with that of three years ago? (1) Less (2) More (3) No change

28. What is the total book budget for the current fiscal year exclusive of Federal funds?

29. What percent of the above budget is devoted to the purchase of materials in Spanish?

30. What are the budget figures for the following library materials for the next three years?
    A. Periodicals (1) Total (2) Percent for Spanish language
    B. Audio/Visual (1) Total (2) Percent for Spanish language
    C. Other (Specify) (1) Total (2) Percent for Spanish language

Questionnaire for Supervisors of Public Libraries (Continued)

31. Will the library or library system begin construction of new or additional branches within the next two years?
    (1) Yes, in one year (3) No
    (2) Yes, in two years (4) Not needed (Why not)

32. If the above answer is yes, will it (they) be located in the Spanish speaking community?
    (1) Yes (2) No

33. Does this library have a person on its administrative staff who is primarily concerned about community needs and translating them into library service programs? (1) Yes (2) No
    A. Name
    B. Title
    C. Full time; Part time
    D. Is this individual a librarian?
    E. Is this individual Spanish speaking?

34. Is there a cooperative, organized program between school and public libraries in-service programs for the Spanish speaking?
    (1) Yes (2) No

35. Does the library have organized in-service programs to enable library staff to understand the unique problems and needs of the Spanish speaking?
    (1) Yes (2) No

36. Are there any specially designed user services for the Spanish speaking which this library or library system provides that have not been covered in this questionnaire? (1) Yes (2) No

37. Would you be willing to discuss the provision of library services to the Spanish speaking in your area with us and perhaps allow us to talk with some of your staff that deals with these services?
    (1) Yes (2) No

38. Have you co-sponsored with the Spanish speaking community any programs (e.g., C.A.P., P.I.C., etc.)?
    (1) C.A.P. (3) Other
    (2) P.I.C. (4) No

Questionnaire for Librarians of Public Libraries

1. Name of director.
    A. Does he speak Spanish? (1) Yes (2) No

2. Name of library or information center.
    A. Mailing address
    B. Telephone number (include extensions).
    C. Person completing questionnaire. (1) Title
    D. Date completed.

Questionnaire for Librarians of Public Libraries (Continued)

3. Is this library a: (1) Branch (2) Central (3) Regional
4. If this is a main library, how many branches, units or stations are in this system?
5. How many librarians (full time equivalent) are employed by the library?
6. If there are Spanish speaking librarians, how many of them speak Spanish at an average or better level of proficiency?
7. How many librarians within the system are Spanish surnamed?
8. How many supportive staff members are employed (full time) by this library system?
9. How many of these are Spanish speaking at an average or better level of proficiency?
10. Does this library have a recruitment program for Spanish speaking librarians and supportive staff members? (1) Yes (2) No
11. Does this library have a special job advancement program for Spanish speaking librarians and supportive staff? (1) Yes (2) No
12. How many bookmobiles are provided in the library system?
13. How many hours per week is the library open?
    A. Regular schedule. _______hours
    B. Summer or vacation schedule. _______hours
14. What is the total number of books in this library?
    A. Number in English
    B. Number in Spanish
15. How many current periodical subscriptions does this library have?
    A. Number in English
    B. Number in Spanish
16. Does this library have:
    A. Recordings. (1) Number in English (2) Number in Spanish
    B. Tapes (1) Number in English (2) Number in Spanish
    C. Cassettes (1) Number in English (2) Number in Spanish
    D. Films-16mm (1) Number in English (2) Number in Spanish
    E. Films-8mm (1) Number in English (2) Number in Spanish
    F. Filmstrips (1) Number in English (2) Number in Spanish
    G. Microfilms (1) Number in English (2) Number in Spanish
    H. Slides (1) Number in English (2) Number in Spanish
    I. Transparencies (1) Number in English (2) Number in Spanish
    J. Maps (1) Number in English (2) Number in Spanish
    K. Vertical file materials (1) Number in English (2) Number in Spanish
    L. Framed art reproductions
    M. Prints
    N. Recreation (1) games (2) pets (3) puzzles (4) toys

Questionnaire for Librarians of Public Libraries (Continued)

17. How well do these materials relate to the community?
(1) very well (2) satisfactorily (3) poorly

18. Would it be possible for us to secure a listing of the above materials? (1) Yes (2) No

19. What is the population for the geographical area served by this library?
(1) under 10,000
(2) 10,000-30,000
(3) 30,000-50,000
(4) 50,000-100,000
(5) 100,000-500,000
(6) 500,000 and over

20. What is the population size for Spanish speaking Americans (e.g., Hispanos, Latinos, Chicanos, Mexican Americans) within the geographical area served by this library?
(1) under 500
(2) 500-1,000
(3) 5,000-10,000
(4) 5,000-10,000
(5) 10,000-30,000
(6) 30,000-50,000
(7) 50,000 or over
(specify)

21. A. What is the total population projection for the next 5-10 years for this area?
(1) under 10,000
(2) 10,000-30,000
(3) 30,000-50,000
(4) 50,000-100,000
(5) 100,000-500,000
(6) 500,000 and over

B. What is the population projection for the Spanish speaking Americans for the next 5-10 years for this area?
(1) under 500
(2) 500-1,000
(3) 1,000-5,000
(4) 5,000-10,000
(5) 10,000-30,000
(6) 30,000-50,000
(7) 50,000 and over
(specify)

22. What is the average or mean educational level of achievement for Spanish speaking adults over 25 going to be in the next 5-10 years?
(1) below 8
(2) 8th grade
(3) 10th grade
(4) high school

23. Is the projection radically different from the situation as it is now? (1) Yes (2) No

24. A. Does the library have service activities specially tailored to supply library and service information needed by the Spanish speaking community? (1) Yes (2) No

B. If yes, describe.

25. A. Has the library made a survey to determine the information needs and library behavior of the Spanish speaking population within its area of service? (1) Yes (2) No

B. If yes, when?
(1) past year
(2) past 3 years
(3) past 5 years
(4) longer than 5 years

C. Where are these results available?

D. May we have access to the results? (1) Yes (2) No

26. A. Are there other needs in the Spanish speaking community the library serves? (1) Yes (2) No

B. If yes, please indicate.

27. Is there a library in the Spanish speaking area?
(1) one (3) none
(2) more than one

28. A. If the main is not located in the above area, is there a branch located there?
(1) Yes (3) The main library is located in the above area
(2) No

B. What is the level of proficiency with which Spanish is spoken by the branch librarian?
(1) Native (3) Average (5) Poor
(2) Good (4) Fair (6) Not at all

29. A. Does the library have funds to begin construction of new or additional library stations or rent or lease facilities in or near the Spanish speaking communities within the next two years?
(1) Yes (2) No

B. If yes, when do you expect to implement an expansion?
(1) 8 months (2) 8-16 months (3) 16-24 months

30. If the bookmobile service is provided to the Spanish speaking communities, at what level of proficiency does the bookmobile librarian speak Spanish?
(1) Native (3) Average (5) Poor
(2) Good (4) Fair (6) Not at all

31. Are there plans to expand bookmobile facilities?
(1) Yes (2) No

32. What percent of bookmobile materials are in Spanish or directed to the Spanish speaking community?

33. Does this library have a person or persons on its administrative staff whose time is devoted to determining community needs and translating them into programs?
A. (1) Yes (2) No

B. Does this individual speak Spanish?
(1) Yes (2) No

C. Is this individual a librarian?
(1) Yes (2) No

34. Are part-time Spanish speaking workers from the community utilized as paid library aides? (1) Yes (2) No

35. Does the library have special programs where specialists such as home economists conduct assistance or demonstration programs for the Spanish speaking (e.g., sewing, cooking, consumer counseling, etc.)?
(1) Yes (2) No

Questionnaire for Librarians of Public Libraries (Continued)

36. Do you have a cooperative organized program between school and public libraries in service programs for the Spanish speaking?
    (1) None (3) Some
    (2) Few (4) Many

37. Does the library cooperate with other agencies to provide library or information services to the Spanish speaking?
    (1) Yes (2) No

38. Does the library cooperate with other agencies to provide assistance or referral services to the Spanish speaking?
    (1) Yes (2) No

39. Does the library have in-service training programs to enable library staff members to understand and cope with the unique information and library needs of the Spanish speaking?
    (1) Yes (2) No

40. How many members on the board of trustees are Spanish speaking?

    A. How long have they served?
    (1) less than 1 year (3) 3-5 years
    (2) 1-3 years (4) over 5 years

    B. Are they from a geographical areas of Spanish speaking concentration?
    (1) Yes (2) No

41. Does the library offer users, upon request, instruction in general use of library or information resources other than card or book catalogs?
    (1) No (3) Spanish
    (2) English (4) Both

42. Are there pamphlets or maps available describing the library and giving its general layout?
    (1) No (3) Spanish
    (2) English (4) Both

43. Are there directional signs for the users?
    (1) No (3) Spanish
    (2) English (4) Both

44. If there are library employees with Spanish surnames or who speak Spanish within the library, do they work with the Spanish speaking community? (1) Yes (2) No

45. A. Does the library regularly display exhibits of some type?
    (1) Yes (2) No

    B. Are they limited to book exhibits?
    (1) English (2) Spanish (3) Both

    C. Are there displays for Spanish speaking groups?
    (1) Yes (2) No

    D. Are those displays devoted to the Spanish speaking prepared with the assistance of that community? (1) Yes (2) No

Questionnaire for Librarians of Public Libraries (Continued)

46. Does the library offer book talks?
(1) English (2) Spanish (3) Both

47. Does the library offer story hours?
(1) English (2) Spanish (3) Both

48. Does the library provide recreational programs?
A. Film programs
(1) English (2) Spanish (3) Both

B. Reading clubs
(1) English (2) Spanish (3) Both

C. Discussion groups
(1) English (2) Spanish (3) Both

D. Fine arts programs
(1) English (2) Spanish (3) Both

E. Other (specify)

49. Does this library, through its own staff or by the use of outside specialists, provide any tutorial services to the Spanish speaking community in addition to guidance in the use of library materials and information sources?
(1) Vocational Counseling (3) Job Training (5) None
(2) Adult Education (4) Other ________

50. Does the library provide a baby-sitting service so that parents can attend a library sponsored activity?
(1) Yes (2) No

51. How far away from the library is the nearest bus stop?
(1) less than 2 blocks (3) 5-10 blocks
(2) 2-5 blocks (4) over 10 blocks

52. A. Does the library display posters outside the library: (e.g., stores, hotels, community centers, etc.)?
(1) In English (2) In Spanish (3) Both

B. Do the posters give information concerning regular hours and services?
(1) Yes (2) No

C. Are posters used to announce special services, collections or programs?
(1) Yes (2) No

53. A. Does the library regularly contribute articles or advertisements to local newspapers or the publications of other institutes?
(1) Yes (2) No

B. With what frequency?
(1) Daily (3) Monthly
(2) Weekly (4) Yearly

53. C. Are any of the newspapers in Spanish or directed at the Spanish speaking community?
(1) Yes (2) No

54. Does the library provide the local radio stations with:

A. Spot announcements?
(1) Yes (2) No

B. Are they used on Spanish language programs?
(1) Yes (2) No

C. Are they used to announce, in Spanish, regular hours and services?
(1) Yes (2) No

D. Are they used to alert Spanish speaking users to collections and special reviews of special interest to them?
(1) Yes (2) No

55. Does this library provide similar spot announcements for television?
(1) Yes (2) No

56. A. Does the library do special programs for radio or television directed at the Spanish speaking?
(1) Yes (2) No

B. Are these done on a regular basis?
(1) Yes (2) No

57. Does the library provide the opportunity for Spanish speaking users to review service policies?
(1) Yes (2) No

A. How is this done?

B. Where is this done?

C. Is this limited to a review of the library's selection policy?

D. Does the library solicit opinions from all user groups, especially among the Spanish speaking? (Please specify procedure)

58. Does the library regularly attend community organization meetings, especially Spanish speaking group functions?
(1) Yes (2) No

Questionnaire for Supervisors of Public School Libraries

1. Name of library
   Mailing address
   Telephone number
   Director
   Person completing questionnaire if different from above
   Title
   Date completed

2. Type of library
   (1) District
   (2) Elementary
   (3) Junior High
   (4) Senior High
   (5) County
   (6) Regional
   (7) Other (specify)

3. Is this a district, county or regional library, if so, how many school libraries does it serve? (Enter number directly, if this is not a district, county, or regional library enter 00)

4. How many librarians are employed by this library? (Give exact number)

5. Are any librarians Spanish surnamed?
   (1) If yes, what percentage work directly with the Spanish speaking students
   (2) No

6. Are any librarians Spanish speaking?
   (1) If yes, what percentage work directly with the Spanish speaking students
   (2) No

7. How many supportive staff members are employed by this library (e.g., clerks, typists, library assistants, pages, etc.)? (Give exact number)

8. Are any of the supportive staff Spanish surnamed?
   (1) If yes, what percentage work directly with the Spanish speaking students
   (2) No

9. Are any of the supportive staff Spanish speaking?
   (1) If yes, what percentage work directly with the Spanish speaking students
   (2) No

10. What is the student population in the geographical area served by this library? (Give exact number)

11. What percent of the student population is Spanish speaking (e.g., Chicano, Hispanos, Latinos, Mexican Americans)?

12. Within the geographical area served by this library, where is (are) the highest concentration(s) of Spanish speaking Americans located?

Questionnaire for Supervisors of Public School Libraries (Continued)

12. A. Please give approximate location to include:
    (1) Distinct names of community (e.g., Old Town, East Los Angeles, etc.)
    (2) Major streets that serve as boundaries
    (3) Use enclosed map to delineate area(s)
    (4) Are they geographically scattered?

13. Is the main public library located in one of these areas?
    (1) Yes (2) No

14. Is there a public library branch or library station located in this area? (1) Yes (2) No

15. If there are public library branches or stations within the Spanish speaking communities or within a one mile radius, please answer the following:
    A. Is the branch librarian or other librarians in such branch Spanish speaking? (1) Yes (2) No

    B. Are supportive staff members Spanish speaking.
    (1) Yes (2) No

    C. Do branches or stations determine their own service policies and programs? (1) Yes (2) No

16. Does the public library provide bookmobile services?
    (1) Yes (2) No

17. How often does the bookmobile stop?
    (1) daily (3) weekly
    (2) semiweekly (4) biweekly

18. Does the bookmobile make regular stops at schools with Spanish speaking students?
    (1) Yes (2) No

19. Does the bookmobile librarian speak Spanish?
    (1) Yes (2) No

20. Does the bookmobile supportive staff speak Spanish?
    (1) Yes (2) No

21. Does the bookmobile carry materials in Spanish?
    (1) Yes (2) No

22. What percent of bookmobile materials are in Spanish?

23. What is the total number of volumes in this library?

24. A. What percent are in Spanish?

    B. How does this percentage compare with that of three years ago?

25. How many current periodical titles are received by this library?

26. What percent are in Spanish?

Questionnaire for Supervisors of Public School Libraries (Continued)

27. How does this percentage compare with that of three years ago?
    (1) Less (2) More (3) No change

28. What is the total budget for the current fiscal year exclusive of federal funds?

29. What percent of the above budget is devoted to the purchase of materials in Spanish?

30. What are the budget figures for the following library materials and equipment for the next three years?
    A. Periodicals (1) Total (2) Percent for Spanish language
    B. Audio/Visual (1) Total (2) Percent for Spanish language
    C. Other (specify) (1) Total (2) Percent for Spanish language

31. Will the educational system begin construction of new or additional school libraries within the next two years?
    (1) Yes, in one year (3) No
    (2) Yes, in two years (4) Not needed (why not)

32. If the above answer is yes, will it (they) be located in school(s) with Spanish speaking students?
    (1) Yes (2) No

33. Does this educational system have a person on its administrative staff who is primarily concerned about community needs and translating them into library service programs in the school and community? (1) Yes (2) No
    A. Name
    B. Title
    C. Full time; Part time
    D. Is this individual a librarian?
    E. Is this individual Spanish speaking?

34. Is there a cooperative, organized program between school and public libraries in-service programs for the Spanish speaking?
    (1) Yes (2) No

35. Does the educational system have organized in-service programs to enable the total staff to understand the unique problems and needs of the Spanish speaking? (1) Yes (2) No

36. Are there any specially designed user services for the Spanish speaking which this library or library system provides that have not been covered in this questionnaire?
    (1) Yes (please describe) (2) No

37. Would you be willing to discuss the provision of library services to the Spanish speaking in your area with us and perhaps allow us to talk with some of your staff that deals with these services?
    (1) Yes (2) No

Questionnaire for Supervisors of Public School Libraries (Continued)

38. Has the educational system co-sponsored with the Spanish speaking community any programs (e.g., C.A.P., P.I.C., etc.)?
    (1) C.A.P.   (3) Other (please describe)
    (2) P.I.C.   (4) No

39. Does the educational system provide ethnic studies for the Spanish speaking?   (1) Yes   (2) No

40. Is the librarian one of the curriculum team which develops ethnic studies?   (1) Yes   (2) No

41. Does the library unit provide materials for teachers to support this curriculum?   (1) Yes   (2) No

42. Does the library unit provide materials for students to support this curriculum?   (1) Yes   (2) No

43. If the educational system has a pre-school program for Spanish speaking children, does the librarian work with the staff as a materials consultant?   (1) Yes   (2) No

44. If the educational system has a bilingual or English as a Second Language program, does the librarian assist in the selection of materials?   (1) Yes   (2) No

45. Does this library have organized in-service programs (either separately or cooperatively with other libraries) to develop programs for the Spanish speaking?
    (1) Yes   (2) No

Questionnaire for Librarians of Public School Libraries

1. Name of director
    A. Does he speak Spanish?   (1) Yes   (2) No

2. Name of library or information center
    A. Mailing address
    B. Telephone number (include extensions)
    C. Person completing questionnaire   (1) Title
    D. Date completed

3. Is this library a:
    (1) District   (4) Senior High
    (2) Elementary   (5) County
    (3) Junior High   (6) Regional

4. If this is a district, county or regional library, how many school libraries are in this educational system?

Questionnaire for Librarians of Public School Libraries (Continued)

5. How many librarians (full time equivalent) are employed by this library?

6. If there are Spanish speaking librarians within the service area of this library, how many of them speak Spanish at an average or better level of proficiency?

7. How many librarians within the service area of this library are Spanish surnamed?

8. How many supportive staff members are employed (full time) by this library?

9. How many of these are Spanish speaking at an average or better level of proficiency?

10. Does the educational system have a recruitment program for Spanish speaking librarians and supportive staff members?
    (1) Yes (2) No

11. Does the educational system have a special job advancement program for Spanish speaking librarians and supportive staff?
    (1) Yes (2) No

12. How many bookmobiles are provided in the library system?

13. How many hours per week is the library open?
    A. Regular schedule
    B. Summer or vacation schedule

14. What is the total book collection for this library?
    A. Number in English
    B. Number in Spanish

15. How many current periodical subscriptions does this library have?
    A. Number in English
    B. Number in Spanish

16. Does this library have:
    A. Recordings (1) Number in English (2) Number in Spanish
    B. Tapes (1) Number in English (2) Number in Spanish
    C. Cassettes (1) Number in English (2) Number in Spanish
    D. Films-16mm (1) Number in English (2) Number in Spanish
    E. Films-8mm (1) Number in English (2) Number in Spanish
    F. Filmstrips (1) Number in English (2) Number in Spanish
    G. Microfilms (1) Number in English (2) Number in Spanish
    H. Slides (1) Number in English (2) Number in Spanish
    I. Transparencies (1) Number in English (2) Number in Spanish
    J. Maps (1) Number in English (2) Number in Spanish
    K. Vertical file materials (1) Number in English (2) Number in Spanish
    L. Framed art reproductions
    M. Prints
    N. Recreation
    (1) Games (2) Pets (3) Puzzles (4) Toys

Questionnaire for Librarians of Public School Libraries (Continued)

17. How well do these materials relate to the students' curriculum and personal needs?
(1) Very well
(2) Satisfactory
(3) Poorly

18. Does this library belong to an inter-library network which permits access to resources for the Spanish speaking students?
(1) Yes
(2) No

19. What is the student population for the geographical area served by this library?
(1) Under 10,000
(2) 10,000-30,000
(3) 30,000-50,000
(4) 50,000-100,000
(5) 100,000-500,000
(6) 500,000 and over

20. What is the student population size for Spanish speaking Americans (e.g., Hispanos, Latinos, Chicanos, Mexican Americans) within the geographical area served by this library?
(1) Under 500
(2) 500-1,000
(3) 1,000-5,000
(4) 5,000-10,000
(5) 10,000-30,000
(6) 30,000-50,000
(7) 50,000 or over (specify)

21. What is the total enrollment projection for the next 5-10 years for this library?
(1) Under 10,000
(2) 10,000-30,000
(3) 30,000-50,000
(4) 50,000-100,000
(5) 100,000-500,000
(6) 500,000 and over

22. What is the enrollment projection for Spanish speaking for the next 5-10 years for this area?
(1) Under 500
(2) 500-1,000
(3) 1,000-5,000
(4) 5,000-10,000
(5) 10,000-30,000
(6) 30,000-50,000
(7) 50,000 or over

23. Does this library have service activities specially tailored to supply library and service information needed by the Spanish speaking students?
(1) Yes
(2) No

24. If yes, describe.

25. A. Has the educational system made a survey to determine the information needs and library behavior of the Spanish speaking population within its area of service?
(1) Yes
(2) No

B. If yes, when?
(1) Past year
(2) Past three years
(3) Past five years
(4) Longer than five years

C. Where are these results available?

D. May we have access to the results?
(1) Yes
(2) No

26. Are there other needs for the Spanish speaking students in library services?
(1) Yes
(2) No

A. If yes, please indicate.

Questionnaire for Librarians of Public School Libraries (Continued)

27. Does the librarian speak Spanish?
(1) Yes (2) No

28. If yes, what is the level of proficiency with which Spanish is spoken?
(1) Native (3) Average (5) Poor
(2) Good (4) Fair

29. A. Does the educational system have funds to begin construction of new or additional school libraries in schools with Spanish speaking students within the next two years? (1) Yes (2) No

B. If yes, when do you expect to implement an expansion?
(1) 8 months (2) 8-16 months (3) 16-24 months

30. If bookmobile service is provided by this library to the Spanish speaking students at what level of proficiency does the bookmobile librarian speak Spanish?
(1) Native (3) Average (5) Poor
(2) Good (4) Fair

31. Are there plans to expand bookmobile facilities?
(1) Yes (2) No

32. What percent of bookmobile materials are in Spanish or directed to the Spanish speaking students?

33. A. Does this educational system have a person or persons on its administrative staff whose time is devoted to determining community and student needs and translating them into library service programs? (1) Yes (2) No

B. Does he/she speak Spanish? (1) Yes (2) No

C. Is this individual a librarian? (1) Yes (2) No

34. Are part-time Spanish speaking workers from the community utilized as paid library aides? (1) Yes (2) No

35. Does the educational system encourage and support staff attendance at institutes on library service to the Spanish speaking?
(1) Yes (2) No

36. Does the librarian work with faculty members to coordinate special programs related to the use of library materials for the Spanish speaking? (1) Yes (2) No

37. Does the library have in-service training programs to enable faculty and library staff members to understand and cope with the unique information and library needs of the Spanish speaking?
(1) Yes (2) No

38. How many members on the board of trustees are Spanish speaking?
A. How long have they served?

B. Are they from a geographical area of Spanish speaking concentration?

Questionnaire for Librarians of Public School Libraries (Continued)

39. Does the library offer users, upon request, instruction in general use of library or information resources other than card or book catalogs?
(1) No (3) Spanish
(2) English (4) Both

40. Are there audio-visual presentations, designed for individual use, showing how to use the library and its resources?
(1) No (2) English (3) Spanish (4) Both

41. Are there pamphlets or maps available describing the library and giving its general layout?
(1) No (3) Spanish
(2) English (4) Both

42. Are there directional signs for the users?
(1) No (2) English (3) Spanish (4) Both

43. If there are library employees with Spanish surnames or who speak Spanish within the library, do they work with the Spanish speaking students?
(1) Yes (2) No

44. A. Does the library regularly display exhibits of some type?
(1) Yes (2) No

B. Are they limited to book exhibits?
(1) English (2) Spanish (3) Both

C. Are there displays for Spanish speaking students?
(1) Yes (2) No

D. Are displays devoted to the Spanish speaking prepared with the assistance of Spanish speaking students and staff?
(1) Yes (2) No

45. Does the library offer book talks--either live or recorded?
(1) English (2) Spanish (3) Both

46. Does the library offer story hours--either live or recorded?
(1) English (2) Spanish (3) Both

47. Does the librarian take any part in the teaching aspect of curriculum designed for the Spanish speaking students?
(1) Yes (2) No

48. Does the library provide recreational programs?
A. Film programs (1) English (2) Spanish (3) Both
B. Reading clubs (1) English (2) Spanish (3) Both
C. Discussion groups (1) English (2) Spanish (3) Both
D. Other (specify)

49. Does this library, through its own staff or by the use of outside specialists, provide any tutorial services to the students in addition to guidance in the use of library materials and information sources?
(1) Yes (2) No

Questionnaire for Librarians of Public School Libraries (Continued)

50. Does the library offer any vocational guidance services and materials to the Spanish speaking? (1) Yes (2) No

51. Does the library offer any vocational guidance services and materials to any students? (1) Yes (2) No

52. Does the library regularly contribute articles or advertisements to school and local newspapers or other publications?
(1) Yes (2) No

53. Does the library do special programs for closed circuit television directed at the Spanish speaking students?
(1) Yes (2) No

54. Does the library provide the opportunity for Spanish speaking users to review and make recommendations for library materials?
(1) Yes (2) No

55. Is there an opportunity for students and teachers to produce materials--such as tapes and transparencies--for use by the Spanish speaking students? (1) Yes (2) No

56. If there are any other user services for the Spanish speaking which your library provides that have not been adequately covered in this questionnaire, please describe any limitations or restrictions.

57. Would you be willing to discuss the provision of library service to the Spanish speaking in your area with us and perhaps allow us to talk with some of your staff that deal with these programs?

58. Does the library serve as a meeting place for lectures and group discussions directed to the Spanish speaking community?
(1) Yes (2) No

59. Does the educational system have a community advisory board from the Spanish speaking communities?
(1) Yes (2) No

60. Does the librarian function as an information base for the Spanish speaking students?
(1) Yes (2) No

61. Does the librarian regularly attend community and school organization meetings, especially Spanish speaking group functions?
(1) Yes (2) No

Questionnaire for Community/Junior College Administrators

1. Name of the director
   A. Does he speak Spanish? (1) Yes (2) No

2. Name of the library or learning resource center.
   A. Mailing address
   B. Telephone number (include extension)
   C. Person completing questionnaire
   Title
   D. Date completed

3. Is this library:
   (1) Autonomous in the college (2) Part of a cooperative system

4. If this is the main college library, how many branch libraries or stations for traditional print materials are under your supervision?

5. How many professional librarians and media specialists (B.A. degree at least) are employed by this library-learning resource center?
   (1) Professional librarians ____ (2) Media Specialists ____

6. Are there any Spanish speaking staff members within the library-learning resource center?
   (1) Professionals (2) Supporting staff

7. How many librarians within the library or system are Spanish surnamed or of Spanish speaking descent?

8. How many supportive staff members (clerks, technicians, pages, student assistants) are employed by this library or learning resource center?

9. How many of these supportive staff members are Spanish surnamed or of Spanish speaking descent?

10. Does this library-learning resource center have a recruitment program for Spanish speaking librarians, supportive staff members and student assistants? (1) Yes (2) No

11. Do you direct a:
    A. Traditional, print-oriented library (1) Yes (2) No
    B. Instructional materials center (1) Yes (2) No
    C. Learning resources center, unifying library-AV (1) Yes (2) No

12. Which of the following materials are provided for your users?
    (1) Books
    (2) Periodicals
    (3) Audio recordings (discs, tapes, cassettes)
    (4) 16mm films
    (5) film loops
    (6) Filmstrips
    (7) Micro-films
    (8) Slides
    (9) Transparencies
    (10) Framed art reproductions
    (11) Prints
    (12) Maps
    (13) Models
    (14) Vertical file material
    (15) Television facilities

13. Check which of these are available in Spanish:
    (1) Books
    (2) Periodicals
    (3) Audio recordings (discs, tapes, cassettes)
    (4) 16mm films
    (5) 8mm films and film loops
    (6) Filmstrips
    (7) Micro-films
    (8) Slides
    (9) Transparencies
    (10) Framed art reproductions
    (11) Prints
    (12) Maps
    (13) Models
    (14) Vertical file material
    (15) Television facilities

14. How many hours per week is the library-learning resource center open?

15. Is the facility open any hours
    (a) during weekends (1) Yes (2) No
    (b) during academic holidays (1) Yes (2) No
    (c) during summer vacation (1) Yes (2) No

16. Are all materials within the library-learning resource center available for use
    (a) to faculty (1) Yes (2) No
    (b) to students (1) Yes (2) No
    (c) to faculty, students and staff (1) Yes (2) No

17. Would it be possible for this project to secure listings of audio-visual and print materials in Spanish? (1) Yes (2) No

18. Does this library-learning resource center belong to an inter-library network which permits access to resources for the Spanish speaking students? (1) Yes (2) No

19. What is the population served by this library-learning resource center?
    (1) Faculty and professional staff (2) Students

20. Does the library operate, provide staff or logistical materials support for
    (1) Learning laboratories
        language labs science labs
        remedial labs listening labs
    (2) Individual learning carrels
        wet dry
    (3) Student materials production
    (4) Occupational-technical courses
    (5) Off-campus extension (prisons, adult non-credit courses, etc.)

21. What is the student population size for Spanish speaking Americans (e.g., Chicanos, Hispanos, Latinos, Mexican Americans) within the geographical area served by this library?

22. Do you use Spanish surnamed or Spanish speaking staff members to develop services to students from the following:
    (1) Unskilled laborers
    (2) Blue collar workers
    (3) Industrial education
    (4) Prisons
    (5) Churches and missions
    (6) Hospitals
    (7) Recreational agencies
    (8) Handicapped
    (9) Illiterates
    (10) Non-English speaking
    (11) Disadvantaged

Questionnaire for Community/Junior College Administrators (Continued)

23. In your opinion, do Spanish speaking students respond to audio-visual materials more readily than to traditional print materials?
    (1) Yes (2) No

24. Does this college have an academically oriented Spanish studies program (e.g., Chicano, Hispano, Latino, Mexican American studies program)? (1) Yes (2) No

25. Has the library made a survey to determine the information needs and library behavior of the Spanish speaking students?
    (1) Yes (2) No
    A. If yes, when?
    B. Where are these results available?
    C. May we have access to the results? (1) Yes (2) No

26. Are there other needs for the Spanish speaking students that the library serves?

27. Does your college or system offer a program to train or prepare library technical assistants, teacher aides, or media technicians?
    (1) Yes (2) No

28. Would you hire a graduate of such a program for your staff?
    (1) Yes (2) No

29. Are there planned expansions of services in your library designed to better serve the Spanish speaking students within the next two years?
    (1) Yes (2) No (3) Don't know

30. Do librarians, media specialists, or faculty members whom you know are working with Spanish speaking students speak Spanish?
    (1) Yes (2) No
    A. At what level of proficiency?
    (1) Native (2) Good (3) Average (4) Fair (5) Poor

31. Does your college or system have print media and media materials located at places outside of the library (e.g., such as in an inner city storefront, at a prison, at a hospital)? (1) Yes (2) No

32. What percentage of materials in your library are directed to the Spanish speaking?

33. Does your college have a person or persons on its administrative staff whose time is devoted to determining community and student needs and translating them into library service programs? (1) Yes (2) No
    A. Name
    B. Does he/she speak Spanish? (1) Yes (2) No
    C. Is this individual a librarian? (1) Yes (2) No

34. Are part-time Spanish speaking workers from the community or student body utilized as paid library aides, technical assistants, or clerks?
    (1) Yes (2) No

35. Does the college have special courses where specialists such as home economists conduct assistance or demonstration programs for the Spanish speaking that are supported by the library or perhaps held in the Library (e.g., sewing, cooking, consumer counseling)?
    (1) Yes (2) No

36. Do you have a cooperative organized program between school, public libraries, academic and special libraries and other library agencies in service programs for the Spanish speaking?
    (1) None (2) Few (3) Some (4) Many

37. Does the library cooperate with other teaching departments or agencies to provide library or information services to the Spanish speaking?
    (1) Yes (2) No

38. Does the library cooperate with other teaching departments or agencies to provide assistance or referral services to the Spanish speaking community and students? (1) Yes (2) No

39. Does the library have in-service training programs to enable faculty and library staff members to understand and cope with the unique information and library needs of the Spanish speaking community and students? (1) Yes (2) No

40. How many members of the college board of trustees or library committee are Spanish speaking?

41. Does the library offer students and other users, upon request, instruction in general use of library or information resources other than the card or book catalogs?
    (1) No (2) English (3) Spanish (4) Both

42. Are there audio-visual presentations designed for individual use, showing how to use the library and its resources?
    (1) No (2) English (3) Spanish (4) Both

43. Are there pamphlets, maps and directional signs available describing the library and giving its general layout?
    (1) No (2) English (3) Spanish (4) Both

44. If there are library employees with Spanish surnames or who speak Spanish within the library, do they work primarily with Spanish speaking students? (1) Yes (2) No

45. Does the administration of the college involve the library in curriculum design to assist in supporting programs for the Spanish speaking community and students? (1) Yes (2) No

46. Does the library offer exhibits and programs for the Spanish speaking students? (1) Yes (2) No

47. In your opinion, do the American Library Association Standards for Junior College Library Resource Centers provide support for minority or disadvantaged groups? (1) Yes (2) No

48. Does the area Accrediting Association relate library activities to instruction for Spanish speaking students? (1) Yes (2) No

49. Does the library through its own staff or by the use of outside specialists, provide any tutorial services to the students in addition to guidance in the use of library-media materials and information sources? (1) Yes (2) No

Questionnaire for Community/Junior College Administrators (Continued)

50. Does the library offer any vocational guidance services and materials to the students?
(1) No (2) English (3) Spanish (4) Both

51. Does the library prepare special programs for closed circuit television directed at the Spanish speaking students?
(1) Yes (2) No

52. Are Spanish speaking users (faculty and students) provided opportunities to review service policies and make recommendations for library and audio-visual materials? (1) Yes (2) No

53. What is the approximate size of the book collection (in volumes) that is in Spanish?

54. What is the approximate number of periodicals received by this library that are in Spanish?

55. What is the approximate number of tapes, in Spanish available in this library? (1) Regular (2) Cassettes

56. Are there any other user services for the Spanish speaking students which your library provides that have not been adequately covered in this questionnaire? (1) Yes (2) No
A. If yes, please describe your policies regarding these services to the Spanish speaking including any limitations or restrictions.

57. Would you be willing to discuss the provision of library service to the Spanish speaking students in your college or system with us and perhaps allow us to talk with some of your staff that deal with these programs? (1) Yes (2) No

58. Does the college serve as a meeting place for lectures and group discussions directed to the Spanish speaking community? (1) Yes (2) No

59. Does this college or system have a community advisory board/members from the Spanish speaking community? (1) Yes (2) No

60. Do any of the librarians or media specialists function as information contracts or advocates for Spanish speaking students? (1) Yes (2) No

61. Do you work closely with faculty members to coordinate special programs related to the use of library and audio-visual materials for the Spanish speaking students? (1) Yes (2) No

62. Do you take any part in the teaching aspects of curriculum and special programs designed for the Spanish speaking students? (1) Yes (2) No

63. In what areas are aides, clerks, students and technicians who are Spanish speaking students? (1) Yes (2) No

64. In what areas are aides, clerks, students and technicians who are Spanish speaking utilized?
(1) Reference
(2) Circulation
(3) Technical Processing
(4) Learning Labs
(5) AV Production
(6) Typing
(7) Receiving

APPENDIX B

User/Nonuser Survey

1. In what country were you born?

	NATIVE COUNTRY							
	UNITED STATES			MEXICO			OTHER	
CITY	USER	TOTAL U.S. BORN	USER FRACTION	USER	TOTAL MEXICAN BORN	USER FRACTION	USER	TOTAL OTHER BORN
PHOENIX	61	274	.221	6	54	.111	0	1
TUCSON	45	227	.20	15	83	.181	1	4
LOS ANGELES	42	154	.272	29	138	.21	3	11
SAN DIEGO	36	148	.244	21	128	.164	3	22
SAN JOSE (ALVISO)	15	39	.385	4	36	.111	0	2
DENVER	71	287	.247	2	9	.222	0	1
ALBUQUERQUE	104	291	.356	1	9	.111	0	3
SANTA FE	99	290	.341	2	7	.285	1	1
EL PASO	70	188	.362	14	105	.113	0	1
SAN ANTONIO	87	272	.32	4	38	.105	0	1
CRYSTAL CITY	14	77	.182	0	13	--	0	0
TOTAL	664	2,247	.29	98	620	.17	8	47

2. Person being interviewed is:

	Male			Female		
CITY	Users	Total Males Sampled	User Fraction	Users	Total Females Sampled	User Fraction
PHOENIX	12	72	.167	55	256	.363
TUCSON	18	59	.304	43	254	.169
LOS ANGELES	33	121	.274	41	181	.226
SAN DIEGO	26	115	.207	35	184	.190
SAN JOSE(ALVISO)	3	23	.150	16	53	.30
DENVER	36	119	.302	37	175	.211
ALBUQUERQUE	38	101	.376	66	197	.335
SANTA FE	29	73	.398	73	225	.325
EL PASO	37	75	.495	48	221	.216
SAN ANTONIO	32	114	.280	57	193	.295
CRYSTAL CITY	4	20	.20	10	70	.141
TOTAL	268	892	.30	481	2,009	.26

3. Your age is:

	12 Years Or Less			13 to 17 Years			18 to 22 Years		
CITY	User	< 12 Yrs. Total	User Fraction	User	Total 13-17 Yrs.	User Fraction	User	Total 18-22 Yrs	User Fraction
PHOENIX	2	5	.40	7	20	.35	16	43	.36
TUCSON	1	1	1.00	2	8	.25	12	43	.276
LOS ANGELES	2	4	.50	4	10	.40	19	67	.284
SAN DIEGO	0	1	0.00	1	12	.084	11	41	.268
SAN JOSE(ALVISO)	0	1	0.00	0	0	--	3	11	.272
DENVER	5	5	1.00	10	33	.31	16	51	.315
ALBUQUERQUE	7	7	1.00	23	33	.37	15	41	.366
SANTA FE	1	5	.20	18	31	.58	12	30	.40
EL PASO	7	16	.44	15	24	.63	19	44	.433
SAN ANTONIO	1	1	1.00	12	24	.48	26	53	.488
CRYSTAL CITY	0	0	--	3	7	.43	5	13	.385
TOTAL	26	46	.566	95	202	.47	154	437	.35

4. What is the highest grade in school you completed?

	Grade 4 Or Under			Grades 5 - 8			Grades 9 - 12		
CITY	Non Users	≦ Total 4th Grade	Non Users Fraction	Non Users	Total 5th-8th	Non Users Fraction	Non Users	Total 9th-12th	Non Users Fraction
PHOENIX	59	64	.922	89	99	.99	95	136	.699
TUCSON	48	52	[illegible]3	93	110	.844	103	137	.751
LOS ANGELES	27	32	.844	52	63	.842	105	138	.761
SAN DIEGO	32	33	.961	61	69	.884	97	134	.724
SAN JOSE(ALVISO)	20	24	.834	19	24	.793	11	21	.525
DENVER	13	18	.668	35	42	.834	161	205	.785
ALBUQUERQUE	34	35	.972	48	58	.983	95	145	.621
SANTA FE	11	12	.916	48	63	.762	117	179	.654
EL PASO	56	60	.933	66	84	.786	74	117	.632
SAN ANTONIO	30	31	.968	77	87	.897	99	159	.623
CRYSTAL CITY	19	20	.95	24	24	1.00	28	37	.757
TOTAL	349	381	.915	612	723	.850	985	1,408	.70

23 to 35 Years			36 to 60 Years			61 Years and Over		
User	Total 23-35 Yrs.	User Fraction	User	Total 36-60 Yrs.	User Fraction	User	Total > 61 Yrs.	User Fraction
20	100	.20	18	116	.155	3	43	.07
21	84	.25	25	140	.178	0	37	.00
23	116	.198	23	89	.26	3	17	.176
23	115	.20	24	104	.23	1	14	.072
10	32	.313	6	31	.194	0	3	.00
29	123	.236	13	67	.194	0	18	.00
26	76	.342	29	100	.29	5	45	.11
28	96	.291	40	113	.35	2	22	.09
17	63	.27	22	111	.198	5	37	.137
30	96	.314	21	116	.180	1	20	.05
5	35	.143	1	32	.031	0	4	.00
232	936	.25	222	1,019	.22	20	260	.08

Post High School Credits Or Technical School			Two Year College			Four Year College Graduate Or Above		
Non Users	Total Post H.S.	Non Users Fraction	Non Users	Total 2 Year College	Non Users Fraction	Non Users	Total College Graduate	Non Users Fraction
7	12	.584	2	7	.285	1	1	.00
4	6	.666	3	6	.5	1	1	.00
13	17	.765	10	21	.476	2	9	.222
15	17	.882	14	22	.637	4	6	.75
3	3	.00	2	2	.00	1	1	.00
6	11	.565	5	15	.333	2	2	1.00
10	17	.588	9	27	.333	2	14	.143
9	12	.75	6	18	.333	2	5	.40
3	7	.478	3	9	.333	3	10	.30
6	15	.40	3	9	.333	3	7	.428
[illegible]	5	.60	2	4	.50	0	0	--
79	122	.65	59	140	.42	21	56	.375

5. If you are not a high school graduate, what was the reason you left school?

	Academic		Discipline Problems		Illness		Money Problems		
CITY	Non Users	Total In Category	Non Users	Total In Category	Non Users	Total In Category	Non Users	Total In Category	Non Users Fraction
PHOENIX	1	1	6	6	3	5	87	76	.905
TUCSON	2	3	7	10	11	11	115	128	.90
LOS ANGELES	5	5	2	3	4	7	71	83	.85
SAN DIEGO	1	2	2	2	5	6	57	65	.89
SAN JOSE(ALVISO)	0	0	5	5	1	1	22	28	.785
DENVER	2	3	6	6	5	7	41	49	.836
ALBUQUERQUE	1	1	3	3	17	21	40	42	.95
SANTA FE	0	1	2	3	6	8	25	35	.71
EL PASO	4	4	1	1	13	15	42	51	.825
SAN ANTONIO	6	8	1	2	5	21	63	67	.94
CRYSTAL CITY	0	0	1	1	0	0	32	33	.97
TOTAL	22	28	36	42	70	102	595	657	.91

6. What languages do you speak?

	Spanish Only			English Only			Spanish and English		
CITY	Non Users	Total Spanish Only	Non Users Fraction	Non Users	Total English Only	Non Users Fraction	Non Users	Total Bilingual	Non Users Fraction
PHOENIX	52	57	.91	5	7	.72	205	265	.77
TUCSON	58	64	.91	8	11	.73	187	239	.78
LOS ANGELES	67	79	.84	16	21	.76	143	199	.72
SAN DIEGO	45	48	.94	19	26	.73	173	224	.77
SAN JOSE(ALVISO)	22	23	.96	2	3	.67	34	51	.67
DENVER	9	10	.90	50	70	.71	165	217	.76
ALBUQUERQUE	24	27	.89	45	94	.47	126	178	.71
SANTA FE	6	7	.86	18	30	.60	172	261	.66
EL PASO	77	80	.96	15	26	.58	115	204	.56
SAN ANTONIO	34	36	94	3	11	.27	180	257	.70
CRYSTAL CITY	11	11	1.00	0	0	--	65	79	.82
TOTAL	405	442	.915	181	299	.61	1,565	2,174	.72

Lost Interest			Other		
Non Users	Total In Category	Non Users Fraction	Non Users	Total In Category	Non Users Fraction
40	51	.785	51	61	.835
32	36	.89	37	55	.675
44	55	.80	22	28	.58
32	36	.89	31	42	.74
4	7	.57	12	16	.75
50	57	.88	43	52	.83
37	42	.89	21	23	.92
27	32	.84	34	47	.72
19	22	.865	49	56	.88
41	42	.975	26	35	.74
14	15	.935	12	12	1.00
340	395	.860	338	427	.80

Other	
Non Users	Total Other
0	0
0	0
0	0
0	0
0	0
0	0
2	3
0	0
3	4
3	7
0	0
8	14

7. If you speak Spanish and English, which language did you learn to speak first?

CITY	Spanish			English		
	Non Users	Total Sampled	Non Users Fraction	Non Users	Total Sampled	Non Users Fraction
PHOENIX	165	212	.778	37	49	.755
TUCSON	173	220	.786	13	18	.722
LOS ANGELES	124	170	.729	22	33	.666
SAN DIEGO	141	182	.774	32	42	.761
SAN JOSE(ALVISO)	30	40	.75	4	10	.40
DENVER	111	146	.76	50	67	.746
ALBUQUERQUE	90	114	.789	33	61	.54
SANTA FE	132	187	.705	39	73	.534
EL PASO	94	153	.614	23	35	.657
SAN ANTONIO	166	229	.724	17	35	.485
CRYSTAL CITY	64	77	.831	0	1	--
TOTAL	1,290	1,730	.75	270	424	.60

8. When you speak, which language do you use most often?

CITY	Spanish			English		
	Non Users	Total Spanish Speaking	Non Users Fraction	Non Users	Total English Speaking	Non Users Fraction
PHOENIX	154	179	.86	95	132	.72
TUCSON	158	182	.87	89	125	.71
LOS ANGELES	119	148	.81	95	137	.69
SAN DIEGO	111	123	.91	116	160	.73
SAN JOSE(ALVISO)	44	49	.89	13	27	.48
DENVER	39	46	.85	168	[illegible]	.74
ALBUQUERQUE	73	82	.87	106	182	.58
SANTA FE	74	98	.76	114	188	.61
EL PASO	109	134	.785	62	121	.51
SAN ANTONIO	129	158	.82	89	149	.59
CRYSTAL CITY	69	76	.91	5	11	.455
TOTAL	1,079	1,275	.89	957	1,460	.65

9. When you read, which language do you use most often?

CITY	Spanish			English		
	Non Users	Total Spanish Reading	Non Users Fraction	Non Users	Total English Reading	Non Users Fraction
PHOENIX	67	74	.91	183	240	.72
TUCSON	78	94	.83	168	212	.79
LOS ANGELES	99	123	.74	117	165	.71
SAN DIEGO	103	111	.93	130	180	.72
SAN JOSE(ALVISO)	35	40	.87	20	34	.59
DENVER	23	27	.86	189	254	.75
ALBUQUERQUE	37	40	.92	142	228	.625
SANTA FE	26	34	.77	159	252	.63
EL PASO	77	84	.92	101	176	.57
SAN ANTONIO	56	60	.94	157	243	.64
CRYSTAL CITY	27	30	.90	47	58	.83
TOTAL	628	717	.88	1,413	2,042	.70

10. How many books have you read in the last year?

CITY	Total	None		1 - 3 Books		4 - 7 Books		7 and Over	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	257	139	.54	41	.16	28	.11	49	.19
TUCSON	250	96	.39	66	.26	25	.10	63	.25
LOS ANGELES	224	45	.20	87	.39	32	.14	60	.27
SAN DIEGO	237	105	.44	68	.28	32	.14	32	.14
SAN JOSE(ALVISO)	55	20	.36	20	.36	7	.13	8	.15
DENVER	218	56	.26	75	.14	35	.16	52	.24
ALBUQUERQUE	176	63	.36	65	.37	25	.14	23	.13
SANTA FE	193	44	.23	64	.33	45	.28	40	.21
EL PASO	208	88	.28	42	.20	26	.13	52	.25
SAN ANTONIO	211	114	.54	55	.26	22	.11	20	.09
CRYSTAL CITY	75	45	.06	13	.17	3	.04	14	.19
TOTAL	2,104	815	.39	596	.28	280	.13	413	20

11. How many times have you moved in the last five years?

	None			Two Times Or Less			Four Times Or Less		
CITY	Non Users	Total No Moves	Non Users Fraction	Non Users	Total Moved ≤ 2 Times	Non Users Fraction	Non Users	Total Moved ≤ 4 Times	Non Users Fraction
PHOENIX	170	215	.79	64	76	.84	21	26	.81
TUCSON	162	193	.84	64	84	.76	19	26	.73
LOS ANGELES	123	163	.76	65	91	.71	25	32	.78
SAN DIEGO	119	147	.82	85	113	.75	22	25	.80
SAN JOSE(ALVISO)	30	40	.75	22	29	.76	3	4	.75
DENVER	84	109	.77	93	123	.76	31	45	.69
ALBUQUERQUE	113	173	.65	61	84	.73	15	19	.79
SANTA FE	132	212	.575	50	68	.74	8	10	.80
EL PASO	124	180	.69	60	82	.73	19	22	.86
SAN ANTONIO	153	223	.66	59	75	.80	6	9	.67
CRYSTAL CITY	26	35	.46	7	9	.78	12	15	.80
TOTAL	1,236	1,690	.72	630	834	.75	181	233	.776

12. Have you moved during the last 12 months?

	Yes			No		
CITY	Non Users	Total Moved	Non Users Fraction	Non Users	Total Not Moved	Non Users Fraction
PHOENIX	27	33	.82	229	289	.79
TUCSON	40	56	.72	209	253	.82
LOS ANGELES	47	60	.78	159	211	.75
SAN DIEGO	53	63	.84	179	228	.79
SAN JOSE(ALVISO)	6	8	.75	49	66	.74
DENVER	51	77	.66	166	222	.75
ALBUQUERQUE	28	44	.64	167	251	.67
SANTA FE	24	33	.73	167	260	.65
EL PASO	26	36	.72	182	255	.72
SAN ANTONIO	26	36	.72	173	249	.70
CRYSTAL CITY	43	45	.96	29	41	.71
TOTAL	371	491	.76	1,709	2,325	.74

Five Or Six Times		More Than Six Times	
Non Users	Total Moved 5-6 Times	Non Users	Total Moved 6 Times
3	6	2	3
3	8	4	5
7	8	5	5
9	10	1	1
1	2	1	1
8	10	7	9
4	8	2	4
3	5	2	2
2	4	4	4
1	1	1	3
8	8	21	21
49	70	50	58

13. What is your employment situation at this time?

	Student			Work--Full Time			Work--Part Time		
CODE	Non Users	Total Students Sampled	Non Users Fraction	Non Users	Total Full Time Sampled	Non Users Fraction	Non Users	Total Part Time Sampled	Non Users Fraction
11	16	34	.48	34	43	.79	11	17	.58
12	6	8	.75	43	59	.73	17	21	.81
21	18	37	.49	68	84	.81	18	26	.69
22	22	37	.59	59	79	.75	21	24	.87
23	3	8	.38	14	16	.87	10	12	.84
31	35	63	.55	62	77	.80	17	18	.95
41	5	43	.12	27	45	.60	22	30	.74
42	22	47	.47	36	61	.58	10	21	.48
51	24	58	.41	40	58	.68	7	9	.78
52	13	39	.33	71	96	.73	18	33	.55
53	4	11	.36	6	11	.55	21	21	1.00
	168	365	.43	460	629	.73	172	232	.74

Other		Housewife			Retired			Unemployed		
Non Users	Total Others Sampled	Non Users	Total Housewives Sampled	Non Users Fraction	Non Users	Total Retired Sampled	Non Users Fraction	Non Users	Total Unemployed Sampled	Non Users Fraction
4	6	150	179	.835	18	21	.86	25	25	1.00
6	6	142	174	.84	6	17	.94	21	27	.78
2	2	95	118	.81	3	5	.60	24	30	.80
4	4	82	100	.82	19	20	.95	25	29	.86
0	0	22	31	.71	1	1	--	8	9	.94
2	6	75	90	.83	13	13	1.00	16	22	.73
1	3	89	118	.75	33	38	.84	18	23	.78
2	3	110	142	.71	7	10	.70	8	13	.62
7	9	113	134	.84	15	18	.83	5	10	.50
0	0	101	122	.82	8	9	.88	9	12	.75
1	2	33	34	.97	0	0	--	10	10	1.00
29	41	1,012	1,242	.815	123	152	.87	169	210	.81

APPENDIX C

Nonuser Survey

15. Is there a public library in your community?

	Total	Yes		No		Don't Know	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	253	86	.34	112	.44	55	.22
TUCSON	252	83	.33	113	.45	56	.22
LOS ANGELES	229	160	.70	4	.02	65	.28
SAN DIEGO	238	167	.70	29	.12	42	.18
SAN JOSE(ALVISO)	56	36	.60	9	.21	11	.22
DENVER	221	115	.52	44	.20	62	.28
ALBUQUERQUE	195	67	.34	62	.32	66	.34
SANTA FE	194	133	.69	46	.24	15	.07
EL PASO	209	118	.57	59	.28	32	.15
SAN ANTONIO	212	101	.47	76	.36	35	.17
CRYSTAL CITY	75	73	.96	0	--	2	.04
TOTAL	2,134	1,139	.53	554	.26	441	.21

16. Has a librarian ever attended or spoken at any formal meetings of Spanish speaking organizations that you know of?

	Yes			No		
CITY	Non Users	Total User/Non User Sample	Non Users Fraction	Non Users	Total User/Non User Sample	Non Users Fraction
PHOENIX	5	7	.72	244	273	.89
TUCSON	7	13	.54	234	254	.92
LOS ANGELES	16	21	.76	159	169	.94
SAN DIEGO	6	7	.86	225	260	.87
SAN JOSE(ALVISO)	2	2	--	51	54	.95
DENVER	1	5	--	210	239	.88
ALBUQUERQUE	6	9	.67	177	195	.91
SANTA FE	7	12	.58	185	214	.87
EL PASO	9	14	.64	196	213	.92
SAN ANTONIO	6	9	.67	211	252	.84
CRYSTAL CITY	1	1	--	71	78	.91
TOTAL	66	100	.66	1,963	2,201	.88

17. Does the library serve as a meeting place for Spanish speaking groups in your community?

	Yes		No		Total
CITY	Non Users	Non Users Fraction	Non Users	Non Users Fraction	
PHOENIX	29	.12	204	.92	233
TUCSON	23	.09	216	.91	239
LOS ANGELES	22	.275	141	.88	163
SAN DIEGO	5	.024	218	.98	223
SAN JOSE(ALVISO)	1	.018	51	.99	52
DENVER	4	.021	187	.92	191
ALBUQUERQUE	5	.03	156	.94	161
SANTA FE	12	.066	172	.93	184
EL PASO	23	.11	177	.85	200
SAN ANTONIO	12	.05	197	.94	209
CRYSTAL CITY	6	.079	62	.92	68
TOTAL	142	.073	1,781	.926	1,923

19. What would be the cost of public transportation to the library nearest your home?

	Total	Under 25¢		25¢ - 50¢		50¢ - $1.00		Over $1.00	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	116	7	.06	19	.16	24	.21	7	.06
TUCSON	159	4	.03	68	.43	25	.15	2	.01
LOS ANGELES	171	11	.06	91	.53	6	.04	0	--
SAN DIEGO	197	8	.04	93	.47	38	.19	2	.01
SAN JOSE(ALVISO)	29	7	.24	0	--	0	--	0	--
DENVER	179	2	.01	61	.34	39	.22	6	.03
ALBUQUERQUE	127	5	.04	37	.29	28	.22	2	.02
SANTA FE	75	5	.07	8	.11	8	.11	8	.11
EL PASO	172	63	.37	61	.35	5	.03	0	--
SAN ANTONIO	160	16	.10	85	.53	16	.10	3	.02
CRYSTAL CITY	19	2	.11	1	.06	0	--	0	--
TOTAL	1,404	130	.11	524	.37	189	.13	30	.02

18. Is there public transportation to your nearest library?

CODE	CITY	Total	Yes		No		Don't Know	
			Non Users	Yes Responses Fraction	Non Users	No Responses Fraction	Non Users	Don't Know Responses Fraction
11	PHOENIX	256	47	.185	128	.50	81	.315
12	TUCSON	253	85	.33	89	.35	79	.32
21	LOS ANGELES	218	117	.54	16	.07	85	.39
22	SAN DIEGO	235	144	.614	29	.123	62	.263
23	SAN JOSE(ALVISO)	57	4	.07	27	.474	26	.456
31	DENVER	220	95	.425	41	.188	84	.387
41	ALBUQUERQUE	194	48	.247	56	.289	90	.464
42	SANTA FE	195	19	.097	119	.61	57	.293
51	EL PASO	211	124	.60	35	.16	52	.24
52	SAN ANTONIO	213	106	.50	34	.251	53	.249
53	CRYSTAL CITY	26	0	.00	7	.269	19	.731
	TOTAL	2,078	789	.38	581	.29	688	.33

Don't Know	
Non Users	Non Users Fraction
59	.51
60	.38
63	.37
56	.29
22	.76
71	.40
55	.43
46	.60
43	.25
40	.25
16	.84
531	.38

20. Are you aware that the public library services are publicly financed and should be available to all citizens?

	Total	Yes		No	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	250	189	.76	61	.24
TUCSON	251	164	.65	87	.35
LOS ANGELES	221	173	.78	48	.22
SAN DIEGO	229	173	.76	56	.24
SAN JOSE(ALVISO)	55	30	.55	25	.45
DENVER	223	164	.74	59	.26
ALBUQUERQUE	195	146	.75	49	.25
SANTA FE	195	155	.79	40	.21
EL PASO	208	155	.75	53	.26
SAN ANTONIO	216	149	.69	67	.31
CRYSTAL CITY	75	60	.80	15	.20
TOTAL	2,118	1,558	.74	560	.26

21. Have you ever used a public library?

	Total	Yes		No	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	258	105	.40	153	.60
TUCSON	247	115	.47	132	.53
LOS ANGELES	229	140	.61	89	.39
SAN DIEGO	235	129	.55	106	.45
SAN JOSE(ALVISO)	58	19	.33	39	.67
DENVER	222	147	.66	75	.34
ALBUQUERQUE	195	109	.56	80	.44
SANTA FE	195	116	.59	79	.41
EL PASO	210	93	.44	117	.56
SAN ANTONIO	216	112	.52	104	.48
CRYSTAL CITY	75	15	.20	60	.80
TOTAL	2,140	1,100	.51	1,034	.49

22. Do you have a library borrower's card?

	Yes			No		
CITY	Non Users	Total Having Card	Non Users Fraction	Non Users	Total Not Having Card	Non Users Fraction
PHOENIX	26	63	.415	230	258	.86
TUCSON	24	64	.376	226	246	.92
LOS ANGELES	48	99	.51	174	442	.394
SAN DIEGO	43	95	.46	190	199	.95
SAN JOSE(ALVISO)	9	18	.50	48	58	.83
DENVER	32	75	.43	191	221	.86
ALBUQUERQUE	19	101	.187	174	197	.83
SANTA FE	28	95	.295	167	199	.84
EL PASO	43	101	.428	164	191	.86
SAN ANTONIO	25	92	.272	189	211	.90
CRYSTAL CITY	5	9	.56	71	81	.88
TOTAL	302	812	.372	1,824	2,302	.79

23: Do you know how to get a library borrower's card?

	Yes		No		Total
CITY	Non Users	Non Users Fraction	Non Users	Non Users Fraction	
PHOENIX	130	.515	125	.485	255
TUCSON	142	.564	110	.436	252
LOS ANGELES	137	.60	91	.40	228
SAN DIEGO	145	.64	82	.36	227
SAN JOSE(ALVISO)	19	.33	39	.67	58
DENVER	138	.63	83	.37	221
ALBUQUERQUE	110	.57	84	.43	194
SANTA FE	150	.78	44	.22	194
EL PASO	120	.58	86	.42	206
SAN ANTONIO	110	.545	92	.445	212
CRYSTAL CITY	24	.315	52	.685	76
TOTAL	1,225	.58	888	.42	2,123

24. In addition to lending books the library also lends magazines, recordings and repair manuals. Were you aware of this?

	Total	Yes		No	
CITY		Non Users	Fraction "Yes"	Non Users	Fraction "No"
PHOENIX	255	142	.56	113	.44
TUCSON	253	117	.47	136	.53
LOS ANGELES	222	150	.67	72	.33
SAN DIEGO	235	106	.45	129	.55
SAN JOSE(ALVISO)	57	21	.37	36	.63
DENVER	222	110	.49	112	.51
ALBUQUERQUE	196	92	.47	104	.53
SANTA FE	195	115	.59	80	.41
EL PASO	210	100	.48	110	.52
SAN ANTONIO	216	104	.48	112	.52
CRYSTAL CITY	76	23	.30	53	.70
TOTAL	2,137	1,080	.51	1,057	.49

25. Do you know what a bookmobile is?

	Total	Yes		No	
CITY		Non Users	Fraction "Yes"	Non Users	Fraction "No"
PHOENIX	259	158	.61	101	.39
TUCSON	253	173	.68	80	.32
LOS ANGELES	228	149	.67	79	.33
SAN DIEGO	237	150	.63	87	.37
SAN JOSE(ALVISO)	58	34	.58	24	.42
DENVER	222	180	.81	42	.19
ALBUQUERQUE	167	108	.65	59	.35
SANTA FE	189	121	.64	68	.36
EL PASO	210	132	.63	78	.37
SAN ANTONIO	218	164	.75	54	.25
CRYSTAL CITY	73	24	.34	49	.66
TOTAL	2,114	1,393	.65	721	.35

26. Is there a bookmobile stop in your community?

	Total	Yes		No		Don't Know	
CITY		Non Users	Fraction "Yes"	Non Users	Fraction "No"	Non Users	Fraction "Don't Know"
PHOENIX	252	47	.187	118	.468	87	.345
TUCSON	251	87	.345	50	.198	114	.452
LOS ANGELES	214	36	.17	79	.37	99	.46
SAN DIEGO	236	36	.153	88	.373	112	.474
SAN JOSE(ALVISO)	58	15	.26	22	.38	21	.36
DENVER	222	83	.375	40	.18	99	.445
ALBUQUERQUE	156	18	.12	37	.24	101	.64
SANTA FE	186	23	.124	81	.436	82	.44
EL PASO	199	44	.221	73	.366	82	.413
SAN ANTONIO	216	55	.265	79	.365	82	.37
CRYSTAL CITY	76	0	.00	54	.72	22	.28
	2,066	444	.215	721	.35	901	.435

27. How many times a month does the bookmobile stop in your community?

CITY	Total	Once		Twice		Three Times		Four Times	
		Non Users	Fraction "Once"	Non Users	Fraction "Twice"	Non Users	Fraction "3 Times"	Non Users	Fraction "4 Times"
PHOENIX	39	19	.49	13	.33	1	.02	3	.08
TUCSON	73	23	.32	23	.32	6	.08	20	.27
LOS ANGELES	34	16	.47	14	.41	1	.03	2	.06
SAN DIEGO	37	9	.24	15	.41	1	.02	11	.30
SAN JOSE(ALVISO)	15	7	.47	4	.26	1	.07	3	.20
DENVER	61	11	.18	11	.18	4	.07	35	.57
ALBUQUERQUE	15	5	.33	4	.26	1	.07	4	.27
SANTA FE	18	10	.55	5	.27	1	.06	1	.06
EL PASO	30	5	.16	2	.07	2	.07	20	.67
SAN ANTONIO	54	22	.40	19	.35	2	.04	9	.17
CRYSTAL CITY	0	0	--	0	--	0	--	0	--
TOTAL	376	127	.34	110	.29	20	.05	108	.29

28. Have you used materials from a bookmobile?

CITY	Total	Yes		No	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	245	13	.05	232	.95
TUCSON	252	16	.06	236	.94
LOS ANGELES	189	8	.04	181	.96
SAN DIEGO	223	21	.09	202	.91
SAN JOSE(ALVISO)	58	9	.16	49	.84
DENVER	211	37	.18	174	.82
ALBUQUERQUE	152	14	.09	138	.91
SANTA FE	183	7	.16	176	.96
EL PASO	197	13	.07	184	.93
SAN ANTONIO	206	18	.09	188	.91
CRYSTAL CITY	76	1	.01	75	.99
TOTAL	1,992	157	.08	1,835	.92

More than 4 Times	
Non Users	Fraction "> 4 Times
3	.08
1	.01
1	.03
1	.03
0	--
0	--
1	.07
1	.06
1	.03
2	.04
0	--
11	.03

29. How often do you read a newspaper?

	Total	Not at All		Daily		Weekly		Occasionally	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	260	54	.21	120	.46	21	.08	65	.25
TUCSON	250	32	.13	134	.54	21	.08	63	.25
LOS ANGELES	223	12	.05	119	.53	44	.20	48	.22
SAN DIEGO	234	20	.09	112	.48	33	.14	69	.29
SAN JOSE(ALVISO)	58	10	.17	21	.36	8	.14	19	.33
DENVER	221	10	.05	148	.67	13	.06	50	.22
ALBUQUERQUE	165	14	.08	97	.59	10	.06	44	.27
SANTA FE	186	7	.03	132	.70	17	.09	30	.18
EL PASO	210	27	.13	112	.53	19	.09	52	.25
SAN ANTONIO	214	13	.06	125	.59	20	.09	56	.26
CRYSTAL CITY	75	7	.10	19	.25	23	.30	26	.35
TOTAL	2,096	206	.10	1,139	.54	229	.11	522	.25

30. In what language do you prefer to read the newspaper?

	Total	English		Spanish	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	234	192	.82	42	.18
TUCSON	231	184	.86	47	.20
LOS ANGELES	222	131	.59	91	.41
SAN DIEGO	229	137	.60	92	.40
SAN JOSE(ALVISO)	56	25	.45	31	.55
DENVER	214	198	.93	16	.67
ALBUQUERQUE	158	132	.84	26	.16
SANTA FE	182	157	.86	25	.14
EL PASO	191	110	.58	81	.42
SAN ANTONIO	212	172	.81	40	.19
CRYSTAL CITY	74	53	.72	21	.28
TOTAL	2,003	1,491	.74	512	.26

31. Do you read magazines?

	Total	Not At All		Daily		Weekly		Occasionally	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	258	60	.23	27	.10	34	.13	137	.54
TUCSON	252	36	.14	36	.14	36	.14	144	.58
LOS ANGELES	224	26	.12	25	.11	66	.29	107	.48
SAN DIEGO	233	22	.09	28	.12	57	.25	126	.54
SAN JOSE(ALVISO)	57	8	.14	9	.16	15	.26	25	.44
DENVER	222	33	.15	17	.08	38	.17	134	.60
ALBUQUERQUE	165	17	.10	20	.12	24	.15	104	.63
SANTA FE	186	18	.10	22	.12	37	.20	109	.58
EL PASO	209	43	.20	20	.10	27	.13	119	.57
SAN ANTONIO	214	29	.14	29	.13	32	.15	124	.58
CRYSTAL CITY	76	13	.17	3	.04	10	.13	50	.66
TOTAL	2,096	305	.15	236	.11	376	.18	1,179	.56

32. In what language do you prefer to read a magazine, books or paperbacks?

	Total	English		Spanish	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	232	185	.80	47	.20
TUCSON	236	165	.70	41	.30
LOS ANGELES	225	131	.58	94	.42
SAN DIEGO	230	135	.59	95	.41
SAN JOSE(ALVISO)	57	28	.49	29	.51
DENVER	211	196	.93	15	.07
ALBUQUERQUE	159	129	.81	30	.19
SANTA FE	179	148	.83	31	.17
EL PASO	179	107	.60	72	.40
SAN ANTONIO	207	167	.81	40	.19
CRYSTAL CITY	74	46	.62	28	.38
TOTAL	1,989	1,437	.72	522	.28

33. Magazines and newspapers are usually available in many public places. In the past six months have you read or glanced through newspapers or magazines at any of these places?

CITY	Total	At Home		At Other People's Homes		At the Dentist's Or Doctor's Office		At the Barber or Beauty Shop		In Drugstores, Newsstands, or Bookstores		In Supermarkets, Laundromats, or Department Stores	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	423	148	.35	53	.13	90	.21	33	.08	32	.08	28	.07
TUCSON	561	209	.37	69	.12	110	.20	54	.10	43	.08	26	.05
LOS ANGELES	667	197	.30	63	.09	90	.14	80	.12	56	.08	50	.07
SAN DIEGO	437	186	.44	52	.12	49	.11	57	.13	19	.04	23	.05
SAN JOSE(ALVISO)	96	43	.45	6	.06	20	.21	8	.09	6	.06	4	.04
DENVER	694	185	.27	84	.13	105	.15	74	.11	53	.07	48	.07
ALBUQUERQUE	409	133	.33	37	.09	68	.16	56	.14	25	.07	38	.09
SANTA FE	344	154	.44	19	.05	70	.20	30	.09	16	.05	17	.05
EL PASO	620	182	.29	61	.10	103	.17	98	.16	40	.06	44	.07
SAN ANTONIO	480	192	.40	23	.04	75	.16	77	.17	28	.06	25	.06
CRYSTAL CITY	174	69	.40	24	.14	37	.22	19	.11	8	.04	4	.02
TOTAL	4,905	1,698	.36	491	.10	817	.17	586	.12	326	.06	307	.06

On the Bus, Train, Plane, or at Terminals or Depots		At Work		At School		In Coffee Shops, Bars, or Restaurants	
Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
8	.02	11	.01	13	.03	7	.02
6	.01	18	.04	10	.01	16	.02
45	.07	29	.04	15	.03	42	.06
6	.01	22	.05	9	.02	14	.03
1	.01	5	.05	2	.02	1	.01
23	.03	54	.07	39	.06	29	.05
11	.02	20	.04	9	.03	10	.03
3	.01	14	.05	15	.05	6	.02
26	.04	21	.03	28	.05	17	.03
11	.02	28	.06	8	.01	13	.03
3	.01	4	.02	2	.01	4	.02
143	.03	226	.04	150	.03	159	.03

34. How often do you listen to the radio?

CITY	Total	Frequently		Occasionally		Rarely		Not At All	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	257	177	.69	51	.20	22	.08	7	.03
TUCSON	252	185	.73	42	.17	21	.08	4	.02
LOS ANGELES	222	160	.72	44	.20	14	.06	4	.02
SAN DIEGO	236	166	.70	50	.21	14	.06	6	.03
SAN JOSE(ALVISO)	57	44	.77	6	.11	6	.10	1	.02
DENVER	223	141	.63	58	.26	19	.09	5	.02
ALBUQUERQUE	198	113	.57	64	.32	17	.09	4	.02
SANTA FE	193	119	.62	45	.23	19	.10	10	.05
EL PASO	209	133	.64	39	.19	23	.11	14	.07
SAN ANTONIO	219	128	.58	64	.29	25	.11	2	.01
CRYSTAL CITY	76	50	.66	14	.18	11	.14	1	.02
TOTAL	2,142	1,416	.66	477	.22	191	.09	58	.03

35. If you do listen to the radio do you listen to:

CITY	Total	Music		News and Weather		Sports		Religious Programs	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	330	204	.62	93	.28	19	.06	14	.04
TUCSON	456	220	.48	139	.30	59	.13	38	.09
LOS ANGELES	437	183	.42	144	.33	65	.15	45	.10
SAN DIEGO	349	194	.57	107	.31	37	.10	11	.03
SAN JOSE(ALVISO)	96	45	.47	30	.31	8	.08	13	.14
DENVER	385	203	.53	113	.30	39	.10	30	.07
ALBUQUERQUE	299	159	.53	83	.28	29	.09	28	.09
SANTA FE	281	153	.54	86	.31	25	.09	17	.06
EL PASO	417	177	.42	132	.32	49	.12	59	.14
SAN ANTONIO	407	174	.43	128	.31	57	.14	48	.12
CRYSTAL CITY	121	65	.53	48	.39	6	.07	2	.01
	3,578	1,777	.50	1,103	.30	393	.11	305	.09

36. If you listen to the radio do you listen to programs in:

CITY	Total	English		Spanish		Both English and Spanish	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	258	53	.21	75	.29	130	.50
TUCSON	248	29	.12	91	.36	128	.52
LOS ANGELES	227	81	.36	78	.34	68	.30
SAN DIEGO	233	74	.32	66	.28	93	.47
SAN JOSE(ALVISO)	60	10	.17	26	.43	24	.40
DENVER	226	85	.38	18	.08	123	.54
ALBUQUERQUE	197	63	.32	41	.21	93	.47
SANTA FE	186	36	.19	30	.16	120	.55
EL PASO	196	38	.19	60	.31	98	.50
SAN ANTONIO	220	43	.20	46	.21	131	.59
CRYSTAL CITY	74	2	.03	20	.27	52	.70
TOTAL	2,125	514	.24	551	.25	1,060	.50

37. How often do you watch television?

CITY	Total	Frequently		Occasionally		Rarely		Not At All	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	256	159	.62	69	.27	21	.08	7	.03
TUCSON	252	168	.66	48	.20	21	.08	15	.06
LOS ANGELES	222	157	.71	52	.23	10	.05	3	.01
SAN DIEGO	233	156	.67	65	.28	9	.04	3	.01
SAN JOSE(ALVISO)	58	32	.55	17	.29	7	.12	2	.03
DENVER	221	138	.62	59	.27	20	.09	4	.02
ALBUQUERQUE	195	101	.52	67	.34	21	.11	6	.03
SANTA FE	193	123	.64	42	.21	25	.13	3	.02
EL PASO	210	155	.74	33	.15	16	.08	6	.03
SAN ANTONIO	217	134	.62	72	.33	10	.05	1	--
CRYSTAL CITY	75	36	.48	18	.24	20	.27	1	.01
TOTAL	2,132	1,359	.64	542	.26	180	.08	51	.02

38. When you watch television do you watch:

	Total	News and Weather		Sports		Movies		Variety Shows	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	386	65	.17	32	08	144	.37	145	.38
TUCSON	535	122	.23	86	.16	197	.37	130	.24
LOS ANGELES	512	129	.25	88	.17	145	.28	150	.30
SAN DIEGO	456	96	.21	69	.15	159	.35	132	.29
SAN JOSE(ALVISO)	103	30	.29	15	.15	34	.33	24	.23
DENVER	473	131	.28	69	.15	148	.31	125	.26
ALBUQUERQUE	338	76	.22	47	.14	98	.29	117	.35
SANTA FE	350	99	.28	35	.10	109	.31	107	.31
EL PASO	618	165	.27	105	.17	192	.31	156	.25
SAN ANTONIO	473	121	.26	90	.19	160	.34	102	.21
CRYSTAL CITY	145	42	.29	19	.13	51	.35	33	.23
TOTAL	4,389	1,076	.24	655	.15	1,437	.33	1,221	.28

39. When you have free time what is the main way you spend it?

	Total	Church Related Functions		Participation in Sports		Movies and/or Television		Visiting With Friends or Family	
CITY		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	318	39	.12	20	.06	97	.31	119	.37
TUCSON	342	45	.13	15	.04	92	.27	121	.35
LOS ANGELES	339	50	.15	23	.06	97	.29	92	.27
SAN DIEGO	337	38	.11	17	.05	89	.27	148	.44
SAN JOSE(ALVISO)	70	5	.07	3	.04	16	.23	26	.37
DENVER	310	23	.07	24	.08	85	.27	97	.31
ALBUQUERQUE	254	40	.16	10	.04	39	.15	99	.39
SANTA FE	221	14	.06	11	.05	53	.24	67	.30
EL PASO	402	81	.20	29	.07	139	.35	114	.28
SAN ANTONIO	312	43	.14	14	.05	102	.33	94	.30
CRYSTAL CITY	90	14	.16	2	.02	12	.13	26	.29
TOTAL	2,995	392	.13	168	.06	821	.28	1,003	.33

Participation in Social/Political Groups		Fairly Even Combination of the Above	
Non Users	Non Users Fraction	Non Users	Non Users Fraction
8	.03	35	.11
19	.06	50	.15
9	.03	68	.20
18	.05	27	.08
4	.06	16	.23
16	.05	65	.21
8	.03	58	.23
6	.03	70	.32
11	.03	28	.07
14	.04	45	.14
7	.08	29	.32
120	.04	491	.16

40. Does the public library ever advertise its presence and services on television?

CITY	Total	Yes		No	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	245	43	.18	202	.82
TUCSON	231	35	.15	196	.85
LOS ANGELES	217	41	.19	176	.81
SAN DIEGO	231	37	.16	194	.84
SAN JOSE(ALVISO)	56	7	.13	49	.87
DENVER	208	15	.07	193	.93
ALBUQUERQUE	177	13	.07	164	.93
SANTA FE	192	9	.05	183	.95
EL PASO	206	15	.07	191	.93
SAN ANTONIO	214	28	.13	186	.87
CRYSTAL CITY	76	0	--	76	1.00
	2,053	243	.12	1,810	.88

41. Does the public library ever advertise its presence and services on radio?

CITY	Total	Yes		No	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	243	36	.15	207	.85
TUCSON	236	41	.17	195	.83
LOS ANGELES	217	32	.15	185	.85
SAN DIEGO	233	11	.05	222	.95
SAN JOSE(ALVISO)	54	5	.06	49	.94
DENVER	202	11	.05	191	.96
ALBUQUERQUE	181	11	.06	170	.94
SANTA FE	190	37	.19	153	.81
EL PASO	207	28	.14	179	.86
SAN ANTONIO	214	15	.07	199	.93
CRYSTAL CITY	74	1	.01	73	.99
	2,051	228	.12	1,823	.88

42. Does the public library ever advertise its presence and services in the newspaper?

CITY	Total	Yes		No	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	237	38	.16	199	.84
TUCSON	233	60	.26	173	.74
LOS ANGELES	208	27	.13	181	.87
SAN DIEGO	228	29	.13	199	.87
SAN JOSE(ALVISO)	55	8	.15	47	.85
DENVER	203	28	.13	175	.87
ALBUQUERQUE	183	25	.14	158	.86
SANTA FE	191	34	.18	157	.82
EL PASO	204	36	.18	168	.82
SAN ANTONIO	211	25	.12	186	.88
CRYSTAL CITY	74	8	.11	66	.89
	2,027	318	.16	1,709	.84

43. If you only speak Spanish do you think this would prevent you from obtaining the services of your local library?

CITY	Total	Yes		No	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	240	86	.36	154	.64
TUCSON	189	79	.42	110	.58
LOS ANGELES	187	74	.40	113	.60
SAN DIEGO	204	80	.39	124	.61
SAN JOSE(ALVISO)	55	28	.51	27	.49
DENVER	167	76	.46	91	.54
ALBUQUERQUE	137	57	.42	80	.58
SANTA FE	151	59	.39	92	.61
EL PASO	133	27	.20	106	.80
SAN ANTONIO	207	69	.33	138	.67
CRYSTAL CITY	73	47	.64	26	.36
TOTAL	1,743	682	.39	1,061	.61

44. Do your friends like to go to the library?

CITY	Total	Yes		No		Don't Know	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	254	98	38	53	.21	103	.41
TUCSON	250	68	.27	32	.13	150	.60
LOS ANGELES	225	100	.44	19	.09	106	.47
SAN DIEGO	230	57	.25	72	.31	101	.44
SAN JOSE(ALVISO)	56	13	.23	5	.09	38	.68
DENVER	221	50	.23	58	.26	113	.51
ALBUQUERQUE	197	62	.31	10	.05	125	.64
SANTA FE	193	56	.29	10	.05	127	.66
EL PASO	209	89	.42	24	.12	96	.46
SAN ANTONIO	214	86	.40	22	.10	106	.50
CRYSTAL CITY	76	24	.32	4	.05	48	.63
TOTAL	2,125	703	.33	309	15	1,113	.52

46. Where would you go for information?

CITY	Total	Friend		Teacher		Clergyman		Library Staff Member	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	244	99	.41	17	.07	46	.19	65	.26
TUCSON	252	94	.38	25	.10	23	.09	101	.40
LOS ANGELES	235	88	.38	45	.19	32	.14	52	.22
SAN DIEGO	263	144	.55	29	.11	28	.11	52	.20
SAN JOSE(ALVISO)	53	27	.51	8	.16	2	.04	14	.27
DENVER	233	103	.44	26	.11	19	.08	56	.24
ALBUQUERQUE	203	99	.49	8	.04	22	.11	65	.32
SANTA FE	203	60	.30	17	.08	15	.07	87	.43
EL PASO	275	89	.32	35	.13	33	.12	68	.25
SAN ANTONIO	245	87	.36	24	.10	29	.12	98	.40
CRYSTAL CITY	76	43	.57	4	.05	12	.16	3	.04
	2,282	933	.41	238	.10	261	.12	661	.29

45. Does going to the library make you uneasy?

CITY	Total	Yes		No		Don't Care	
		Non Users	Non Users Fraction	Non Users	Non Users Fraction	Non Users	Non Users Fraction
PHOENIX	243	48	.20	158	.65	37	.15
TUCSON	242	55	.23	124	.51	63	.26
LOS ANGELES	214	44	.21	12[illegible]	.58	46	.21
SAN DIEGO	212	39	.18	143	.67	30	.14
SAN JOSE(ALVISO)	57	10	.17	30	.53	17	.30
DENVER	213	32	.14	143	.68	38	.18
ALBUQUERQUE	176	17	.10	97	.55	62	.35
SANTA FE	193	20	.10	110	.57	63	.33
EL PASO	183	37	.20	120	.65	26	.15
SAN ANTONIO	211	31	.14	151	.71	29	.15
CRYSTAL CITY	75	31	.41	25	.33	19	.26
TOTAL	,019	364	.18	1,225	.61	430	.21

Political Leader		Other	
Non Users	Non Users Fraction	Non Users	Non Users Fraction
1	--	16	.07
3	.01	6	.02
1	--	17	.07
4	.01	6	.02
1	.01	1	.01
11	.05	18	.08
4	.02	6	.02
0	--	24	.12
5	.02	45	.16
3	.01	4	.01
12	.05	2	.02
45	.02	145	.06

APPENDIX D

User Survey

10. How many books have you read in the last year?

	Total	None		1 - 3 Books		4 - 7 Books		7 and Over	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	67	9	.13	8	.12	13	.20	37	.55
TUCSON	60	7	.12	8	.13	12	.20	33	.55
LOS ANGELES	73	2	.27	16	.22	21	.29	34	.47
SAN DIEGO	60	4	.06	13	.22	16	.27	27	.45
SAN JOSE(ALVISO)	17	2	.12	5	.29	2	.12	8	.47
DENVER	73	5	.06	10	.14	19	.26	39	.54
ALBUQUERQUE	105	2	.02	15	.14	24	.23	64	.61
SANTA FE	102	4	.04	17	.17	26	.25	55	.54
EL PASO	88	11	.13	18	.20	13	.15	46	.52
SAN ANTONIO	91	5	.05	25	.28	28	.31	33	.36
CRYSTAL CITY	14	1	.07	8	.57	1	.07	4	.29
TOTAL	750	52	.07	143	.20	175	.23	380	.50

15. Is there a public library in your community?

	Total	Yes		No		Don't Know	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	67	46	.69	18	.27	3	.04
TUCSON	61	28	.46	25	.41	8	.13
LOS ANGELES	73	64	.88	2	.03	7	.09
SAN DIEGO	61	53	.87	7	.11	1	.02
SAN JOSE(ALVISO)	19	17	.89	0	--	2	.11
DENVER	73	63	.86	6	.08	4	.06
ALBUQUERQUE	103	59	.57	37	.36	7	.07
SANTA FE	101	78	.77	20	.20	3	.03
EL PASO	85	73	.86	11	.13	1	.01
SAN ANTONIO	89	64	.72	20	.22	5	.06
CRYSTAL CITY	14	14	1.00	0	--	0	--
TOTAL	746	559	.75	146	.20	41	.05

16. If this is not the library closest to your home please explain why you preferred to use this library instead.

CITY	Total	Bigger, More Materials		More convenient		Offers Better Service		Spanish Is Spoken	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	48	13	.28	25	.52	3	.06	3	.06
TUCSON	41	10	.24	15	.37	6	.15	4	.09
LOS ANGELES	41	7	.17	17	.41	4	.10	12	.30
SAN DIEGO	34	19	.56	8	.24	3	.08	0	--
SAN JOSE(ALVISO)	17	1	.06	8	.47	1	.06	1	.06
DENVER	47	15	.32	23	.49	0	--	1	.02
ALBUQUERQUE	54	23	.43	21	.39	3	.06	1	.01
SANTA FE	62	17	.27	24	.38	3	.05	0	--
EL PASO	62	28	.45	13	.21	14	.23	3	.05
SAN ANTONIO	61	23	.38	25	.41	4	.07	1	.01
CRYSTAL CITY	6	1	.17	4	.66	0	--	0	--
TOTAL	473	156	.33	183	.39	41	.09	26	.05

17. How far is the nearest public library building to your home?

CITY	Total	Less Than One Mile		One to Two Miles		Two to Four Miles		Four to Six Miles	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	64	29	.45	19	.30	14	.22	2	.03
TUCSON	60	[illegible]	.16	25	.42	19	.32	6	.10
LOS ANGELES	66	45	.68	15	.23	5	.08	0	--
SAN DIEGO	59	12	.21	25	.42	19	.32	3	.05
SAN JOSE(ALVISO)	18	18	1.00	0	--	0	--	0	--
DENVER	70	36	.51	17	.25	13	.19	3	.04
ALBUQUERQUE	103	26	.25	23	.22	28	.27	17	.17
SANTA FE	100	19	.19	35	.36	27	.27	14	.14
EL PASO	85	29	.34	22	.26	18	.21	14	.16
SAN ANTONIO	89	30	.34	26	.30	22	.24	9	.10
CRYSTAL CITY	14	10	.71	4	.29	0	--	0	--
TOTAL	728	264	.36	211	.29	165	.23	68	.09

Other	
Users	Users Fraction
4	.08
6	.15
1	.02
4	.12
6	.35
8	.17
6	.11
18	.30
4	.06
8	.13
1	.17
66	.14

Over Six Miles	
Users	Users Fraction
0	--
0	--
1	.01
0	--
0	--
1	.01
9	.09
4	.04
2	.02
2	.02
0	--
19	.03

18. How far is the nearest public library building to your work?

CITY	Total	Less than one mile		One to two miles.		Two to four miles		Four to six miles	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	36	15	.41	7	.20	8	.23	2	.05
TUCSON	29	2	.08	11	.38	6	.20	5	.17
LOS ANGELES	33	12	.37	3	.09	4	.12	4	.12
SAN DIEGO	30	11	.37	3	.10	4	.13	3	.10
SAN JOSE(ALVISO)	10	9	.90	0	--	1	.10	0	--
DENVER	43	26	.60	6	.14	8	.19	2	.05
ALBUQUERQUE	47	20	.42	13	.27	6	.13	4	.09
SANTA FE	60	20	.33	14	.23	13	.22	7	.12
EL PASO	41	11	.27	8	.20	4	.09	8	.20
SAN ANTONIO	60	14	.23	16	.26	19	.32	4	.07
CRYSTAL CITY	8	7	.88	1	.12	0	--	0	--
TOTAL	397	147	.37	82	.21	73	.18	39	.10

19. Did you come to this library building by:

CITY	Total	Private Transportation		Walking		Public Transportation	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	64	44	.69	19	.30	1	.01
TUCSON	58	35	.60	7	.12	16	.28
LOS ANGELES	62	28	.45	29	.47	5	.08
SAN DIEGO	61	48	.79	10	.16	3	.05
SAN JOSE(ALVISO)	18	8	.44	10	.56	0	--
DENVER	70	40	.57	24	.34	6	.09
ALBUQUERQUE	102	83	.81	13	.13	6	.06
SANTA FE	99	73	.74	19	.19	7	.07
EL PASO	85	52	.61	20	.24	13	.15
SAN ANTONIO	89	64	.72	8	.09	17	.19
CRYSTAL CITY	14	6	.43	8	.57	0	--
TOTAL	722	481	.67	167	.23	74	.10

Over six miles	
Users	Users Fraction
4	.11
5	.17
10	.30
9	.30
0	--
1	.02
4	.09
6	.10
10	.24
7	.12
0	--
56	.14

20. What would be the cost of public transportation to the library nearest to your home?

	Total	Under 25¢		25¢ - 50¢		50¢ - $1.00		Over $1.00	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	53	17	.32	14	.26	4	.08	1	.02
TUCSON	58	8	.14	34	.59	7	.12	1	.01
LOS ANGELES	63	9	.14	28	.43	6	.09	1	.05
SAN DIEGO	52	4	.08	25	.48	14	.27	1	.01
SAN JOSE(ALVISO)	15	3	.20	1	.07	0	--	0	--
DENVER	69	4	.06	32	.46	79	.28	3	.06
ALBUQUERQUE	99	17	.17	34	.35	14	.14	5	.05
SANTA FE	98	11	.11	14	.14	21	.21	12	.12
EL PASO	80	37	.46	23	.29	0	--	0	--
SAN ANTONIO	87	22	.25	40	.46	13	.15	2	.02
CRYSTAL CITY	14	3	.21	1	.07	0	--	0	--
TOTAL	688	135	.20	246	.36	98	.14	26	.04

21. Do you have a borrower's card from this library?

	Total	Yes		No	
CITY		Users	Users Fraction	Users	Users Fraction
PHOENIX	65	37	.57	28	.43
TUCSON	60	40	.66	20	.34
LOS ANGELES	73	51	.70	22	.30
SAN DIEGO	61	52	.85	9	.15
SAN JOSE(ALVISO)	19	9	.47	10	.53
DENVER	73	43	.59	30	.41
ALBUQUERQUE	105	82	.78	23	.22
SANTA FE	99	67	.68	32	.32
EL PASO	85	58	.68	27	.32
SAN ANTONIO	89	67	.75	22	.25
CRYSTAL CITY	14	4	.29	10	.71
TOTAL	743	510	.69	233	.31

Don't Know	
Users	Users Fraction
17	.32
8	.14
19	.29
8	.16
11	.73
11	.16
29	.29
40	.41
20	.25
10	.13
10	.72
183	.26

22. Do you have a borrower's card from any other library?

	Total	Yes		No	
CITY		Users	Users Fraction	Users	Users Fraction
PHOENIX	64	13	.20	51	.80
TUCSON	59	7	.12	52	.88
LOS ANGELES	71	21	.30	50	.70
SAN DIEGO	60	25	.42	35	.58
SAN JOSE(ALVISO)	19	1	.05	18	.95
DENVER	71	17	.24	54	.76
ALBUQUERQUE	93	29	.31	64	.69
SANTA FE	95	18	.19	77	.81
EL PASO	82	26	.32	56	.68
SAN ANTONIO	81	28	.35	53	.65
CRYSTAL CITY	13	3	.23	10	.77
TOTAL	708	188	.27	520	.73

23. How did you learn about this library?

CITY	Total	At School		At Work		By Family or Friend		By Public Advertisement	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	65	43	.67	1	.01	13	.20	5	.08
TUCSON	58	25	.43	2	.03	15	.26	8	.14
LOS ANGELES	71	27	.38	2	.03	24	.34	2	.03
SAN DIEGO	66	29	.43	5	.08	19	.29	2	.03
SAN JOSE(ALVISO)	18	9	.50	0	--	7	.39	0	--
DENVER	74	35	.48	5	.06	20	.27	1	.01
ALBUQUERQUE	109	49	.45	6	.06	21	.19	5	.05
SANTA FE	97	55	.57	2	.02	32	.33	3	.03
EL PASO	100	55	.55	5	.05	27	.27	1	.01
SAN ANTONIO	101	55	.54	2	.02	27	.27	6	.06
CRYSTAL CITY	14	2	.14	1	.07	1	.07	10	.72
TOTAL	773	384	.50	31	.04	206	.27	43	.06

24. If you have made use of libraries other than this one in the last twelve months, were they:

CITY	Total	Other Public Libraries		School Libraries		College Libraries		Other	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	45	12	.27	25	.55	4	.09	4	.09
TUCSON	45	18	.40	13	.29	3	.07	11	.24
LOS ANGELES	69	21	.30	24	.35	15	.22	9	.13
SAN DIEGO	49	22	.45	11	.22	15	.31	1	.02
SAN JOSE(ALVISO)	15	4	.28	6	.40	1	.04	4	.28
DENVER	69	22	.33	27	.39	11	.15	9	.13
ALBUQUERQUE	93	25	.27	34	.37	18	.19	16	.17
SANTA FE	84	17	.20	36	.43	18	.22	13	.15
EL PASO	97	36	.37	40	.41	18	.10	3	.03
SAN ANTONIO	91	38	.42	29	.32	19	.21	5	.05
CRYSTAL CITY	12	2	.17	8	.66	2	.70	0	--
TOTAL	669	217	.32	253	.38	124	.19	75	.11

Through Other Community Agencies		Other	
Users	Users Fraction	Users	Users Fraction
1	.01	2	.03
3	.05	5	.09
5	.07	11	.15
1	.02	10	.15
0	--	2	.11
3	.04	10	.14
6	.06	22	.19
1	.01	4	.04
2	.02	10	.10
3	.03	8	.08
0	--	0	--
25	.03	84	.10

25. If you came to get materials or information were you:

	Total	Completely Satisfied		Only Partially Satisfied		Not Satisfied	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	59	44	.75	13	.22	2	.03
TUCSON	57	34	.60	18	.31	5	.08
LOS ANGELES	68	39	.57	25	.37	4	.06
SAN DIEGO	57	35	.61	20	.35	2	.04
SAN JOSE(ALVISO)	16	11	.69	4	.25	1	.06
DENVER	69	42	.61	20	.29	7	.10
ALBUQUERQUE	102	66	.65	32	.31	4	.04
SANTA FE	97	56	.58	30	.31	11	.11
EL PASO	81	56	.69	18	.22	7	.09
SAN ANTONIO	88	61	.70	25	.28	2	.02
CRYSTAL CITY	14	10	.71	4	.29	0	--
	708	454	.64	209	.30	45	.06

26. If you were not satisfied with your visit to the library, why not?

CITY	Total	A	B	C	D	E	F	G
PHOENIX	3	1	0	0	1	0	1	0
TUCSON	13	2	2	4	1	0	2	0
LOS ANGELES	4	2	0	0	1	0	0	0
SAN DIEGO	2	0	1	0	0	0	0	0
SAN JOSE(ALVISO)	1	0	0	0	1	0	0	0
DENVER	11	4	1	1	1	2	0	0
ALBUQUERQUE	4	0	1	1	1	0	1	0
SANTA FE	22	2	1	5	6	3	3	0
EL PASO	7	6	0	1	0	0	0	0
SAN ANTONIO	2	0	1	0	0	1	0	0
CRYSTAL CITY	0	0	0	0	0	0	0	0
	69	17	7	12	12	6	7	0

27. What other sources of information or materials do you go to?

	Total	Another Library		A Book Shop		A Newsstand		Ask Someone	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	59	11	.19	9	.15	16	.27	15	.25
TUCSON	59	11	.19	14	.24	17	.28	10	.17
LOS ANGELES	79	19	.24	25	.32	20	.25	11	.14
SAN DIEGO	75	15	.20	25	.33	10	.13	20	.27
SAN JOSE(ALVISO)	15	2	.13	1	.07	6	.40	5	.33
DENVER	80	21	.26	22	.28	17	.21	9	.11
ALBUQUERQUE	147	36	.24	42	.28	30	.21	22	.15
SANTA FE	108	22	.21	28	.26	21	.19	23	.21
EL PASO	125	42	.33	17	.14	17	.14	46	.37
SAN ANTONIO	103	39	.38	22	.21	23	.22	11	.11
CRYSTAL CITY	14	4	.29	2	.14	1	.07	6	.43
TOTAL	864	222	.26	207	.23	178	.21	178	.21

H	I
0	0
1	1
1	0
1	0
0	0
1	1
0	0
2	0
0	0
0	0
0	0
6	2

A	Information wanted was not available through inter-library loan
B	The information wanted was out at the time
C	Could not find any information or materials on the subject
D	No suitable material available or material out of date
E	Information was not available on the subject
F	The hours of library service inconvenient
G	Library too crowded or noisy
H	Library staff not helpful
I	Language problems

Other	
Users	Users Fraction
8	.14
7	.12
4	.05
5	.07
1	.07
11	.14
17	.12
14	.13
3	.02
8	.08
1	.07
79	.09

28. Does the library employ any Spanish speaking staff?

CITY	Total	Yes		No		Don't Know	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	64	37	.58	9	.14	18	.28
TUCSON	61	40	.66	12	.20	9	.14
LOS ANGELES	71	32	.43	11	.16	28	.41
SAN DIEGO	55	3	.05	23	.42	29	.53
SAN JOSE(ALVISO)	19	3	.16	4	.21	12	.63
DENVER	70	19	.27	26	.37	25	.36
ALBUQUERQUE	105	32	.30	12	.11	61	.59
SANTA FE	99	52	.53	11	.11	36	.36
EL PASO	85	62	.73	7	.08	16	.19
SAN ANTONIO	91	52	.57	17	.18	22	.25
CRYSTAL CITY	14	12	.86	1	.07	1	.07
	734	344	.47	133	.18	257	.35

29. Does the library provide any special programs devoted to the Spanish speaking?

CITY	Total	Yes		No		Don't Know	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	63	5	.08	17	.27	41	.65
TUCSON	61	17	.27	9	.16	35	.57
LOS ANGELES	73	7	.09	23	.32	43	.59
SAN DIEGO	59	5	.08	20	.34	34	.58
SAN JOSE(ALVISO)	19	2	.10	3	.16	14	.74
DENVER	69	13	.18	22	.32	34	.50
ALBUQUERQUE	104	9	.08	18	.17	77	.75
SANTA FE	101	13	.13	22	.22	66	.65
EL PASO	85	11	.13	17	.20	57	.67
SAN ANTONIO	91	9	.10	30	.33	52	.57
CRYSTAL CITY	14	0	--	5	.36	9	.64
TOTAL	739	91	.13	186	.25	462	.62

30. Have you ever participated in any of these special library programs devoted to the Spanish speaking?

	Total	Yes		No	
CITY		Users	Users Fraction	Users	Users Fraction
PHOENIX	59	2	.04	57	.96
TUCSON	62	5	.08	55	.92
LOS ANGELES	68	1	.02	67	.98
SAN DIEGO	54	0	--	54	1.00
SAN JOSE(ALVISO)	18	0	--	18	1.00
DENVER	70	3	.05	67	.95
ALBUQUERQUE	102	1	.01	101	.99
SANTA FE	95	7	.08	88	.92
EL PASO	84	2	.02	82	.98
SAN ANTONIO	91	3	.03	88	.97
CRYSTAL CITY	14	0	--	14	1.00
TOTAL	715	24	.03	697	.97

31. Does the library have any bilingual programs for the Spanish speaking, such as the children's story hour?

	Total	Yes		No		Don't Know	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	63	7	.11	20	.32	36	.57
TUCSON	61	7	.11	11	.18	43	.71
LOS ANGELES	71	9	.13	19	.27	43	.60
SAN DIEGO	60	1	.02	22	.37	37	.61
SAN JOSE(ALVISO)	19	3	.16	2	.10	14	.74
DENVER	71	5	.07	23	.32	43	.61
ALBUQUERQUE	103	10	.10	18	.18	75	.72
SANTA FE	99	16	.16	27	.27	56	.57
EL PASO	85	23	.27	10	.12	52	.61
SAN ANTONIO	91	12	.13	24	.26	55	.61
CRYSTAL CITY	14	0	--	9	.64	5	.36
TOTAL	737	93	.13	185	.25	459	.62

32. If yes, have you ever participated in such programs?

	Total	Yes		No	
CITY		Users	Users Fraction	Users	Users Fraction
PHOENIX	32	2	.06	30	.94
TUCSON	37	3	.08	34	.92
LOS ANGELES	33	3	.09	30	.91
SAN DIEGO	33	0	--	33	1.00
SAN JOSE(ALVISO)	13	0	--	13	1.00
DENVER	40	5	.12	35	.88
ALBUQUERQUE	48	2	.04	46	.96
SANTA FE	59	6	.10	53	.90
EL PASO	63	6	.10	57	.90
SAN ANTONIO	64	2	.03	62	.97
CRYSTAL CITY	12	0	--	12	1.00
TOTAL	434	29	.07	405	.93

33. Does this library have, in a distinct location, a special collection devoted to the culture and heritage of the Spanish speaking people in the United States (e.g., reading rooms, Mexican-American collections)?

	Total	Yes		No		Don't Know	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	61	16	.26	16	.26	29	.48
TUCSON	61	18	.29	11	.18	32	.53
LOS ANGELES	71	7	.10	19	.27	45	.63
SAN DIEGO	57	16	.32	18	.28	23	.40
SAN JOSE(ALVISO)	19	1	.05	2	.11	16	.84
DENVER	70	17	.24	22	.32	31	.44
ALBUQUERQUE	102	28	.28	17	.16	57	.56
SANTA FE	100	28	.28	22	.22	50	.50
EL PASO	85	29	.34	15	.18	41	.48
SAN ANTONIO	89	17	.20	28	.31	44	.49
CRYSTAL CITY	14	0	--	8	.57	6	.43
TOTAL	729	177	.24	178	.25	374	.51

34. Would you like to see more Spanish language materials in the library?

CODE	CITY	Total	Yes		No		No Opinion	
			Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
11	PHOENIX	63	40	.63	3	.05	20	.32
12	TUCSON	61	44	.72	2	.03	15	.25
21	LOS ANGELES	71	50	.71	1	.01	20	.28
22	SAN DIEGO	60	45	.75	1	.02	14	.23
23	SAN JOSE(ALVISO)	19	13	.68	1	.06	5	.26
31	DENVER	70	51	.73	3	.04	16	.23
41	ALBUQUERQUE	105	51	.49	1	.10	53	.50
42	SANTA FE	100	72	.72	2	.02	26	.26
51	EL PASO	85	48	.57	3	.03	34	.40
52	SAN ANTONIO	70	60	.86	8	.01	23	.13
53	CRYSTAL CITY	14	14	1.00	0	--	0	--
	TOTAL	718	488	.66	25	.03	226	.31

35. What would you like to see more of in the library for the Spanish speaking?

CITY	Total	Recordings		Films		Story Books		Government Publications	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	82	9	.10	24	.33	24	.28	13	.15
TUCSON	92	16	.17	28	.31	21	.23	12	.13
LOS ANGELES	129	17	.13	29	.22	44	.34	23	.18
SAN DIEGO	111	15	.14	20	.18	37	.33	22	.20
SAN JOSE(ALVISO)	20	0	--	8	.40	8	.40	3	.15
DENVER	143	26	.18	38	.28	25	.17	23	.16
ALBUQUERQUE	145	28	.19	42	.29	26	.18	20	.14
SANTA FE	145	26	.18	35	.24	34	.23	18	.12
EL PASO	151	31	.21	31	.21	33	.22	27	.17
SAN ANTONIO	134	15	.11	40	.30	22	.16	29	.22
CRYSTAL CITY	28	3	.11	8	.29	7	.26	8	.29
TOTAL	1,180	186	.16	303	.25	281	.24	198	.17

36. If you wanted the library to order more material in English or Spanish do you think they would?

CODE	CITY	Total	Yes		No		Don't Know	
			Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
11	PHOENIX	62	21	.34	12	.20	29	.47
12	TUCSON	60	29	.48	2	.02	29	.48
21	LOS ANGELES	73	25	.34	9	.13	39	.53
22	SAN DIEGO	61	21	.34	10	.17	30	.49
23	SAN JOSE(ALVISO)	19	5	.26	0	--	14	.74
31	DENVER	71	26	.37	10	.14	35	.49
41	ALBUQUERQUE	104	37	.36	8	.08	59	.56
42	SANTA FE	100	37	.37	10	.10	53	.53
51	EL PASO	82	54	.66	5	.06	23	.28
52	SAN ANTONIO	90	47	.52	14	.16	29	.32
53	CRYSTAL CITY	14	8	.58	0	--	6	.42
	TOTAL	736	310	.42	80	.11	346	.47

Pamphlets		Other	
Users	Users Fraction	Users	Users Fraction
4	.05	8	.09
8	.09	7	.07
9	.07	7	.05
13	.12	4	.03
0	--	1	.05
14	.09	17	.12
8	.06	21	.14
15	.11	17	.12
14	.09	15	.10
19	.14	9	.07
1	.04	1	.04
105	.09	107	.09

37. Who would you go to to get this material ordered?

CITY	Total	Staff Members		Family		Library Board Members		Clergymen	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	64	24	.38	1	.02	13	.20	0	--
TUCSON	60	27	.45	1	.02	18	.30	0	--
LOS ANGELES	70	18	.26	3	.04	17	.24	0	--
SAN DIEGO	61	30	.49	1	.02	13	.21	0	--
SAN JOSE(ALVISO)	19	2	.11	1	.05	5	.26	0	--
DENVER	70	28	.40	5	.07	17	.24	1	.02
ALBUQUERQUE	106	40	.38	1	.01	19	.18	0	--
SANTA FE	96	36	.38	3	.02	22	.23	0	--
EL PASO	109	54	.50	7	.06	21	.20	7	.06
SAN ANTONIO	93	46	.49	2	.02	23	.25	1	.01
CRYSTAL CITY	14	8	.58	0	--	2	.14	0	--
TOTAL	762	313	.41	25	.03	170	.23	9	.01

38. Does the library ever advertise its presence and service on television?

CITY	Total	Yes		No		Don't Know	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	64	4	.06	47	.73	13	.21
TUCSON	60	15	.25	21	.35	24	.40
LOS ANGELES	72	4	.05	45	.63	23	.32
SAN DIEGO	60	1	.02	42	.70	17	.28
SAN JOSE(ALVISO)	19	0	--	14	.74	5	.26
DENVER	71	6	.08	43	.61	22	.31
ALBUQUERQUE	105	7	.07	57	.54	41	.39
SANTA FE	101	15	.15	68	.67	18	.18
EL PASO	84	9	.11	52	.62	23	.27
SAN ANTONIO	91	8	.09	54	.60	29	.31
CRYSTAL CITY	14	0	--	12	.86	2	.14
	741	69	.09	455	.61	217	.30

Political Leaders		Don't Know	
Users	Users Fraction	Users	Users Fraction
1	.02	25	.40
1	.02	13	.21
3	.04	29	.42
2	.03	15	.25
0	--	11	.58
2	.03	17	.24
8	.07	38	.36
5	.05	30	.32
7	.06	13	.12
3	.03	18	.20
2	.14	2	.14
34	.04	211	.28

39. Does the library ever advertise its presence and service on the radio?

	Total	Yes		No		Don't Know	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	64	4	.06	47	.73	13	.21
TUCSON	60	15	.25	21	.35	24	.40
LOS ANGELES	72	4	.06	45	.63	23	.31
SAN DIEGO	60	1	.02	42	.70	17	.28
SAN JOSE(ALVISO)	19	0	--	14	.74	5	.26
DENVER	71	6	.08	43	.61	22	.31
ALBUQUERQUE	105	7	.07	57	.54	41	.39
SANTA FE	101	15	.15	68	.67	18	.18
EL PASO	84	9	.11	52	.62	23	.27
SAN ANTONIO	91	8	.08	54	.60	29	.32
CRYSTAL CITY	14	0	--	12	.86	2	.14
	741	69	.09	455	.61	217	.30

40. Does the public library ever advertise its presence and services in Spanish language newspapers?

CITY	Total	Yes		No		Don't Know	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	64	4	.06	42	.66	18	.28
TUCSON	59	3	.05	22	.37	34	.58
LOS ANGELES	73	7	.10	38	.52	28	.38
SAN DIEGO	61	3	.05	37	.60	21	.35
SAN JOSE(ALVISO)	19	0	--	8	.42	11	.58
DENVER	71	7	.10	38	.54	26	.36
ALBUQUERQUE	104	9	.09	37	.36	58	.55
SANTA FE	101	3	.03	64	.63	34	.34
EL PASO	84	7	.08	50	.60	27	.32
SAN ANTONIO	89	10	.11	44	.50	35	.39
CRYSTAL CITY	14	4	.29	8	.57	2	.14
	739	57	.07	388	.53	294	.40

41. Is there a bookmobile that travels to your neighborhood?

CITY	Total	Weekly		Twice A Month		Monthly		More Than Once a Month	
		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	57	6	.11	8	.14	4	.07	0	--
TUCSON	52	12	.23	6	.12	8	.15	0	--
LOS ANGELES	61	2	.03	6	.09	2	.03	3	.07
SAN DIEGO	53	12	.23	3	.05	2	.03	1	.03
SAN JOSE(ALVISO)	13	4	.31	1	.08	0	--	0	--
DENVER	59	33	.56	3	.05	5	.08	0	--
ALBUQUERQUE	79	9	.12	10	.13	4	.05	3	.04
SANTA FE	89	11	.12	1	.01	6	.07	0	--
EL PASO	57	12	.21	3	.05	2	.04	1	.02
SAN ANTONIO	83	26	.31	24	.30	4	.05	2	.02
CRYSTAL CITY	11	0	--	0	--	0	--	0	--
TOTAL	614	127	.20	65	.11	37	.06	10	.02

Less Than Once a Month		Never	
Users	Users Fraction	Users	Users Fraction
2	.03	37	.65
2	.04	24	.46
2	.03	46	.75
0	--	35	.66
0	--	8	.61
0	--	18	.31
6	.08	47	.58
3	.04	68	.76
0	--	39	.68
2	.02	25	.30
0	--	11	1.00
17	.03	358	.58

42. Do you find the materials in the bookmobile you are interested in?

CITY	Total	Yes		No	
		Users	Users Fraction	Users	Users Fraction
PHOENIX	41	[illegible]	.10	33	.80
TUCSON	36	14	.39	22	.61
LOS ANGELES	37	5	.13	32	.87
SAN DIEGO	19	7	.15	2	.85
SAN JOSE(ALVISO)	12	6	.50	6	.50
DENVER	46	15	.35	31	.65
ALBUQUERQUE	41	10	.24	31	.76
SANTA FE	50	11	.22	39	.78
EL PASO	50	17	.34	33	.66
SAN ANTONIO	71	35	.49	36	.51
CRYSTAL CITY	9	0	--	9	1.00
TOTAL	412	128	.32	284	.68

43. Does the library provide an information service for the community, especially the Spanish speaking community?

CITY	Total	Yes		No	
		Users	Users Fraction	Users	Users Fraction
PHOENIX	47	12	.25	35	.75
TUCSON	45	15	.33	30	.67
LOS ANGELES	60	15	.25	45	.75
SAN DIEGO	49	7	.15	42	.85
SAN JOSE(ALVISO)	14	4	.29	10	.61
DENVER	60	12	.20	48	.80
ALBUQUERQUE	64	18	.28	46	.72
SANTA FE	84	15	.18	69	.82
EL PASO	76	25	.33	51	.67
SAN ANTONIO	85	25	.30	59	.70
CRYSTAL CITY	13	1	.08	12	.92
TOTAL	597	150	.25	447	.75

44. Do you know the members of the library board of trustees?

CITY	Total	Yes		No	
		Users	Users Fraction	Users	Users Fraction
PHOENIX	62	0	--	62	1.00
TUCSON	56	3	.05	53	.95
LOS ANGELES	73	4	.05	69	.95
SAN DIEGO	58	2	.03	56	.97
SAN JOSE(ALVISO)	16	0	--	16	1.00
DENVER	69	3	.04	66	.96
ALBUQUERQUE	103	3	.03	100	.97
SANTA FE	101	9	.09	92	.91
EL PASO	84	5	.06	79	.94
SAN ANTONIO	90	5	.05	85	.95
CRYSTAL CITY	14	0	--	14	1.00
TOTAL	726	34	.05	692	.95

45. Have you ever spoken to any members of the library board of trustees?

CITY	Total	Yes		No	
		Users	Users Fraction	Users	Users Fraction
PHOENIX	55	0	--	55	1.00
TUCSON	60	3	.05	57	.95
LOS ANGELES	66	4	.06	62	.94
SAN DIEGO	59	2	.03	57	.97
SAN JOSE(ALVISO)	18	1	.06	17	.94
DENVER	71	3	.04	68	.96
ALBUQUERQUE	100	2	.02	98	.98
SANTA FE	96	7	.08	89	.92
EL PASO	81	2	.03	79	.97
SAN ANTONIO	85	4	.04	81	.96
CRYSTAL CITY	14	0	--	14	1.00
TOTAL	705	28	.03	677	.97

46. Is the board of trustees elected?

	Total	Yes		No		Don't Know	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	60	3	.05	14	.23	43	.72
TUCSON	60	3	.05	4	.07	53	.88
LOS ANGELES	72	6	.08	2	.03	64	.39
SAN DIEGO	59	1	.02	9	.15	49	.83
SAN JOSE(ALVISO)	19	0	--	1	.05	18	.95
DENVER	71	0	--	4	.06	67	.94
ALBUQUERQUE	104	4	.03	11	.11	89	.86
SANTA FE	101	5	.04	14	.14	82	.82
EL PASO	83	15	.18	8	.10	60	.72
SAN ANTONIO	90	5	.06	25	.27	60	.67
CRYSTAL CITY	14	0	--	0	--	14	1.00
TOTAL	733	42	.07	92	.12	599	.81

47. Is there an advisory board to the library from your community?

	Total	Yes		No		Don't Know	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	59	2	.01	16	.29	41	.69
TUCSON	60	2	.04	8	.12	50	.84
LOS ANGELES	73	5	.06	11	.15	57	.79
SAN DIEGO	61	2	.04	16	.26	43	.70
SAN JOSE(ALVISO)	19	0	--	0	--	19	1.00
DENVER	70	0	--	12	.18	58	.82
ALBUQUERQUE	104	8	.09	15	.15	81	.76
SANTA FE	100	9	.09	12	.12	79	.79
EL PASO	84	2	.02	12	.14	70	.84
SAN ANTONIO	89	6	.07	22	.20	61	.73
CRYSTAL CITY	14	0	--	4	.29	10	.71
TOTAL	733	36	.08	106	.14	569	.78

48. Do you know of any Spanish speaking, Spanish surnames or Mexican-Americans on the library board of trustees?

CITY	Total	Yes		No	
		Users	Users Fraction	Users	Users Fraction
PHOENIX	51	1	.02	50	.98
TUCSON	54	3	.06	51	.94
LOS ANGELES	64	3	.05	61	.95
SAN DIEGO	58	0	--	58	1.00
SAN JOSE(ALVISO)	16	0	--	16	1.00
DENVER	63	1	.02	62	.98
ALBUQUERQUE	89	0	--	89	1.00
SANTA FE	88	3	.03	85	.97
EL PASO	82	1	.01	81	.99
SAN ANTONIO	73	3	.04	70	.96
CRYSTAL CITY	13	0	--	13	1.00
TOTAL	651	15	.02	636	.98

51. Does the library provide the opportunity for Spanish speaking users to review its service policies?

CITY	Total	Yes		No	
		Users	Users Fraction	Users	Users Fraction
PHOENIX	45	13	.29	32	.71
TUCSON	44	13	.30	31	.70
LOS ANGELES	58	8	.14	50	.86
SAN DIEGO	48	7	.15	41	.85
SAN JOSE(ALVISO)	11	1	.01	10	.99
DENVER	46	12	.26	34	.74
ALBUQUERQUE	47	21	.44	26	.56
SANTA FE	73	19	.26	54	.74
EL PASO	66	17	.26	49	.74
SAN ANTONIO	82	24	.29	58	.71
CRYSTAL CITY	10	3	.30	7	.70
TOTAL	530	138	.27	392	.73

53. Does the library serve as a meeting place for Spanish speaking groups from your community?

	Total	Yes		No	
CITY		Users	Users Fraction	Users	Users Fraction
PHOENIX	51	10	.19	41	.81
TUCSON	49	8	.16	41	.84
LOS ANGELES	60	4	.07	56	.93
SAN DIEGO	54	0	--	54	1.00
SAN JOSE(ALVISO)	15	2	.13	13	.87
DENVER	61	2	.03	59	.97
ALBUQUERQUE	61	5	.08	56	.92
SANTA FE	81	8	.10	73	.90
EL PASO	77	12	.16	65	.84
SAN ANTONIO	84	6	.07	78	.93
CRYSTAL CITY	13	1	.08	12	.92
TOTAL	606	58	.10	548	.90

54. Does the librarian in your community function as an information base or assist in referral services for the Spanish speaking community?

	Total	Yes		No		Don't Know	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	61	10	.17	19	.31	32	.52
TUCSON	56	10	.17	12	.22	34	.61
LOS ANGELES	71	5	.06	11	.16	55	.78
SAN DIEGO	61	1	.02	32	.52	28	.46
SAN JOSE(ALVISO)	18	0	--	1	.05	17	.95
DENVER	68	5	.07	28	.41	35	.52
ALBUQUERQUE	100	12	.12	9	.09	79	.79
SANTA FE	97	17	.07	27	.28	63	.65
EL PASO	82	11	.13	13	.16	58	.71
SAN ANTONIO	88	12	.14	30	.34	46	.52
CRYSTAL CITY	14	1	.07	2	.14	11	.79
TOTAL	716	74	.10	184	.25	458	.65

56. Why do you go to the library?

	Total	To Meet Friends		To Take Children There		To Read or Borrow Books		To Use Audio-Visual Aids		To Listen To Recordings		To Do School Work		To Get Information Relative to Employment		For Translation Assistance	
CITY		Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
PHOENIX	132	0	--	18	.14	35	.27	2	.01	2	01	13	.10	23	.17	1	.01
TUCSON	183	4	.02	19	.10	47	.26	3	.01	7	.04	8	.05	31	.17	2	.01
LOS ANGELES	196	6	.03	11	.06	54	.28	2	.01	4	.02	16	.08	37	.19	3	.02
SAN DIEGO	164	0	--	9	.06	55	.33	3	.02	1	.01	15	.09	29	.17	2	.01
SAN JOSE(ALVISO)	19	0	--	7	.34	9	.46	0	--	0	--	0	--	1	.05	0	--
DENVER	236	5	.02	18	.07	54	.23	10	.02	9	.03	22	.09	39	.16	2	.01
ALBUQUERQUE	334	2	.01	22	.06	81	.24	2	.01	6	.01	27	.09	63	.19	4	.01
SANTA FE	269	4	.01	34	.13	67	.25	3	.01	5	.01	14	.06	47	.17	9	.03
EL PASO	407	12	.03	25	.06	77	.19	5	.01	14	.03	41	.10	68	.18	8	.02
SAN ANTONIO	210	7	.03	14	.06	56	.27	4	.02	3	.01	15	.06	35	.18	2	.01
CRYSTAL CITY	36	0	--	3	.08	7	.19	0	--	0	--	5	.14	8	.23	0	--
TOTAL	2,186	40	.02	180	.08	542	.25	34	.02	51	.02	176	.08	381	.16	33	.02

To Attend a Special Library Program or Tour The Library		To Obtain Special Information		To Attend a Library Story Hour		To Look At Films	
Users	Users Fraction	Users	Users Fraction	Users	Users Fraction	Users	Users Fraction
1	.01	21	.16	0	--	1	.01
4	.02	15	.08	3	.01	11	.06
2	.01	18	.09	4	.02	7	.03
0	--	29	.17	1	.01	1	.01
0	--	1	.05	0	.05	0	--
2	.01	28	.12	1	.01	14	.06
2	.01	59	.18	5	.01	5	.01
4	.01	48	.18	2	.01	2	.01
11	.02	64	.17	13	.03	6	.01
2	.01	35	.17	2	.01	5	.02
0	--	9	.25	0	--	0	--
28	.01	327	.15	31	.02	52	.02

To Attend Community Meetings		To Check Out Material To Take Home	
Users	Users Fraction	Users	Users Fraction
0	--	15	.11
1	.01	28	.16
2	.01	30	.15
0	--	19	.12
0	--	1	.05
1	.01	31	.13
1	.01	55	.16
0	--	30	.12
3	.01	60	.14
0	--	30	.15
1	.03	3	.08
9	.01	302	.14

APPENDIX E

Supervisors of Public Libraries Survey

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	22 SAN DIEGO	23 SAN JOSE	31 DENVER	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
Question 2: Type of Library									
1. School									
2. College									
3. City	1	1	1		1	1(*10)		1	1(*10)
4. County	1			1					
5. State						1	1		
6 Information Center									
7. Other (specify)					1 State Hosp.		1 Prison Lib.		
Question 3: Number of branches	6(a) 31(b)	5(a)	61(a)	34(*5)	10(a) N.A.(d)	17(ab) N.A.(c)	6(c) 2(d)	6 (a)	8(ab)
Question 4: Number of Librarians	48(a) 7(b)	50$^{1}/2$(a)	362(a)	18(b)	48(a) 1(d)	108(ab) 20(c)	20(c) 2(d)	17 (a)	57(ab)
Question 5: Number of Spanish Surnamed Librarians	0(a,b)	4(a)	N.R.(a)	N.R.(b)	0(a,d)	o(ab,c)	N.R.(c,d)	2(a)	N.R.(ab)
What % work directly with SS community?		2%(a)	80%(a)	0%(b)	--(a,d)	--	0%(c,d)	100%(a)	100%(ab)
Question 6: Are librarians SS?	N.R.(a)	N.R.(a)	36	N.R.(b)	N.R.(a)	N.R.(ab) 1(c)	N.R.(c,d)	4(a)	N.R.(ab)
What % work directly with SS community?	0(b)	40%(a)	10%	0%(b)	.2%(a) 0%(d)	0%(ab,c)	0%(c,d)	50%(a)	100%(a)
Question 7: Number of supportive staff	139(a) 7(b)	110$^{1}/2$(a)	714	119(b)	108(a) 6(d)	227(ab) 20(c)	65(c) 2(d)	65(a)	63

(a) city
(b) county
(c) state
(d) other
(ab) city and county
N.R. not responsive
N.A. not applicable
(* number signifies note reference at end of table)

QUESTION		11 PHOENIX	12 TUCSON	21 LOS ANGELES	22 SAN DIEGO	23 SAN JOSE	31 DENVER	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
uestion 8:	Supportive staff Spanish surnamed?	N.R.(a,b)	N.R.(a)	N.R.(a)	N.R.(b)	6(a) 1(d)	N.R.(ab,c)	N.R.(c,d)	N.R.(a)	N.R.(ab)
	% working directly with SS community	9%(a) 1%(b)	50%(a)	80%(a)	0%(b)	50%(a) 15%(d)	40%(ab) N.A.(c)	N.A.(c) 100%	all indirectly	65%
uestion 9:	Supportive staff SS?	N.R.(a,b)	N.R.(a)	N.R.(a)	N.R.(b)	N.R.(a), 1(d)	10(ab), N.R.(c)	N.R.(c,d)	N.R.(a)	N.R.(ab)
	% working directly with SS community	9%(a) 1%(b)	50%(a)	75%(a)	0%(b)	33%(a) 15%	0.5%(ab) N.A.(c)	N.A.(c) 100%	all indirectly	81%
uestion 10:	Number persons served in geographical area	589,374(a) 963,132(b)	258,215(a) 344,635(b)	2,781,829(a)	436,970(b)	436,000(a) 900(d)	412,691(ab) N.A.(c)	N.A.(c) 850(d)	320,000(a)	830,661
uestion 11:	% of population SS	7.6%(a) 5%(a)	> 17.7%(a)	10.5%(a)	N.R.(b)	12.5%(a) 10%(d)	12%(ab) N.A.(c)	N.A.(c) 40%	48%	41.5%
uestion 12:	N.A.									
uestion 13:	N.A.									
uestion 14:	N.A.									
uestion 15:	Branch libraries or stations - one mile radius - SS community									
	A. Librarian SS	Yes(a), No(b)	Yes(a)	Yes(a)	N.R.(b)	Yes(a) N.A.(d)	No(ab) N.A.(c)	No(c),N.R.(d)	Yes(a)	Yes(ab)
	B. Supportive staff SS	Yes(a), No(b)	Yes(a)	Yes(a)	N.R.(b)	Yes(a) N.A.(d)	Yes(ab) N.A.(c)	Yes(c) N.R.(d)	Yes(a)	Yes(ab)
	C. Determine own service policies and programs	No(a), Yes(b)	Yes(a)	No(a)	N.R.(b)	Yes(a) N.A.(d)	No(ab) N.A.(c)	Yes(c), No(d)	No(a)	No(ab)
	D. Is advisory board from community?	No(a), No(b)	No(a)	No(a)	N.R.(b)	No(a) N.A.(d)	No(ab) N.A.(c)	Yes(d), No(c)	No(a)	No(ab)

(a) city
(b) county

(c) state
(d) other

(ab) city and county
N.R. not responsive

N.A. not applicable

(* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	22 SAN DIEGO	23 SAN JOSE	31 DENVER	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
Question 16: Provide bookmobile?	Yes(a,b)	Yes(a)	Yes(a)	Yes(b)	Yes(a) N.A.(b)	Yes(ab) N.A.(c)	Yes(c) N.A.(d)	Yes(a)	Yes(ab)
Question 17: Stops by bookmobile	16(a) 19(b)	31(a)	75(a)	17(a)	69(a) N.A.(d)	27(a) N.A.(c)	242(c) N.A.(d)	16(a)	38(ab)
Question 18: Stops in SS community	Yes(a) N.R.(b)	N.R.(a)	Yes(a)	No(b)	Yes(a) N.A.(d)	Yes(ab) N.A.(c)	Yes(c) N.A.(d)	Yes(a)	Yes(ab)
Question 19: Bookmobile librarians speak Spanish	No(a) Yes(b)	No(a)	Yes(a)	No(b)	No(a) N.A.(d)	No(ab) N.A.(c)	No(c) N.A.(d)	Yes(a)	No(ab)
Question 20: Bookmobile supportive staff speak Spanish	Yes(a) No(b)	No(a)	Yes(a)	No(b)	No(a) N.A.(d)	Yes(ab) N.A.(c)	Yes(c) N.A.(d)	Yes(a)	No(ab)
Question 21: Bookmobile carry Spanish materials	Yes(a,b)	Yes(a)	Yes(a)	Yes(b)	Yes(a) N.A.(d)	Yes(ab)	Yes(c) N.A.(d)	Yes(a)	Yes(ab)
Question 22: % of bookmobile materials Spanish	0.002%(a) .5%(b)	N.R.(a)	10%(a)	2%	1% N.A.(d)	N.R.(ab)	<10% N.A.(d)	N.R.(a)	N.R.(ab)
Question 23: Total volumes in library	697,121(a) 123,504(b)	380,000(a)	3,824,897	434,382(a)	537,203(a) 12,000(d)	1,250,000(a) N.A.(c)	145,000(c)	350,939(a)	N.R.(ab)
Question 24: A. % in Spanish	0.3%(a) 0.5%(b)	< 1%(a)	N.R.	< 1%(a)	0.9%(a) <1%(d)	< 1%(ab) N.A.(c)	<10%(c)	3%(a)	N.R.(ab)
B. Comparison of % 3 years ago	Higher(a,b)	Higher(a)	Higher(a)	Higher(a)	Higher(a,d)	Higher(ab) N.A.(c)	Higher(c)	Higher(a)	Higher(ab)
Question 25: Current periodicals received	1,054(a) 64(b)	700(a)	5,826	250(a)	1,089(a) 50(d)	2,100(ab) N.A.(c)	157(c)	840(a)	794(ab)

(a) city
(b) county

(c) state
(d) other

(ab) city and county
N.R. not responsive

N.A. not applicable

(* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	22 SAN DIEGO	23 SAN JOSE	31 DENVER	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
Question 26: % in Spanish	0.6% 0(b)	<1%(a)	1%	<1%(a)	1%(a) <1%(d)	<1%(ab) N.A.(c)	<10%(c)	3%(a)	.03%(ab)
Question 27: % comparison of 3 years ago									
1. Less						N.A.(c)			
2. More	(a)	(a)	(a)	(a)	(a,d)		(c)	(a)	(ab)
3. No change	(b)					(ab)			
Question 28: Total book budget current fiscal year exclusive of Federal funds	$217,635(a) $40,883(b)	$202,969(a)	$1,708,768(a)	$235,664(a)	$360,000(a) $2,500(d)	$409,670(ab) $17,500(c)	$18,170(c)	$120,000(a)	N.R.(ab)
Question 29: % of above budget for Spanish materials	0.2%(a) 0%(b)	2%(a)	N.R.(a)	3%	1%(a) 3%(d)	N.R.(ab) N.A.(c)	N.R.(c)	1.1%(a)	N.R.(ab)
Question 30: Budget figures for materials next 3 years			$1,708,768 for all mtl.	N.R.	(*8)	N.A.(c)	Not Determined	N.R.(a)	N.R.(ab)
A. Periodicals		N.R.(a)							
(1) Total	$23,133/yr(a) $1,950(b)				$26,000(a) $600(d)	$180,000(ab)			
(2) % Spanish language	0.16%(a) 1%(b)				1%(a) 5%(d)	N.R.(ab)	No Quota		
B. Audio/Visual		N.R.(a)							
(1) Total	0(a,b)				$11,400(a) $800(d)	$12,600(ab)			
(2) % Spanish language	0(a,b)				1%(a) 10%(d)	N.R.(ab)	No Quota		
C. Other (specify)		N.R.(a)			--	--	--		
(1) Total	--(a,b)								
(2) % Spanish Language									

(a) city
(b) county

(c) state
(d) other

(ab) city and county
N.R. not responsive

N.A. not applicable

(* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	22 SAN DIEGO	23 SAN JOSE	31 DENVER	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
Question 31: Any new or additional branches within 2 years			Funding Unknown	N.R.(a)	(*9)	N.A.(c)	Not Needed		
1. 1 year	(a)			(a)	(ab)				
2. 2 years			Funding Unknown		(ab)				(ab)
3. No	(b)	(a)		(d)				(a)	
4. Not needed (why)									
Question 32: If #31 yes, location in SS community	No(a)	N.A.(a)	If funding	No(a) N.A.(d)	N.R.(ab)	N.A.(c)	N.A.(c)	N.A.(a)	No
Question 33: Administrative staff persons concerned about community needs									
1. Yes	(a)		(a)			(ab,c)		(a)	(ab)
2. No	(b)	(a)		(a)	(a,d)		(c)		
D. Librarian	No(a),N.A.(b)	N.A.(a)	Yes(a)	No(a)	No(a,d)	Yes(ab,c)	No(c)	Yes(a)	N.R.(ab)
E. SS	Yes(a) N.A.(b)	N.A.(a)	Yes(a)	No(a)	No(a,d)	No(ab) Yes(c)	No(c)	Yes(a)	N.R.(ab)
Question 34: Program between school and public libraries for SS									
1. Yes									
2. No	(a,b)	(a)	(a)	(a)	(a,d)	(ab,c)	(c)	(a)	(ab)
Question 35: In-service programs to analyze problems and needs of SS	No(a,b)	No(a)	No(a)	Yes(a)	No(a,d)	No(ab),Yes(c)	Yes(c)	No(a)	No(ab)

(a) city
(b) county
(c) state
(d) other
(ab) city and county
N.R. not responsive
N.A. not applicable
(* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	22 SAN DIEGO	23 SAN JOSE	31 DENVER	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
Question 36: User services for SS not covered in questionnaire						N.A.(c)			
1. Yes	(a)(*1)	(a)(*2)	(*3)	(*4)		(ab)	(c)		(ab)
2. No	(b)				(a,d)			(a)	
Question 37: N.A.									
Question 38: Programs sponsored with SS community	N.R.(b)		(*4)						N.R.(ab)
1. C.A.P.	(a)	(a)							
2. P.I.C.									
3. Other	(a)					(ab,c)			
4. None				(a)	(a,d)		(c)	(a)	

Note 1.: Student Orientation to Success (pre-school)
Story Hours in Spanish
Feature Films in Spanish (adults & children)
Youth tutoring

Note 2.: "Bookmobile" - vehicle which services rural areas of Pima County, outside of Tucson metropolitan area.

"Whomobile" trailer (pilot project) serves Model Cities area at five community centers. Library gives orientation and staff assistance to Work Incentive Program (W.I.N.) classes and Adult Learning Centers.

Note 3.: English classes for Spanish speaking women and craft and hobby classes at Lincoln Heights Branch. English classes in apartment building for senior citizens. Held community discussion series on M.A. in 1970. 2,000 attended one discussion at Central Library.

Note 4.: Sponsored story hours with Headstart at several branch libraries; co-sponsored the following:

(1) 3-day Las Posadas with a church and a branch library
(2) employment of community aide
(3) Cinco de Mayo celebration

Note 5.: 29 branches, 5 stations, 1 bookmobile

Note 6.: Beginning a program and will develop it next year. Will include several Spanish speaking librarians and a number of Spanish community workers.

Note 7.: State Hospital Library indicated number of patients served and not geographical location served.

Note 8.: (a) Library figures for this question reflect 1970-71 year only.

Note 9.: (a) Two branches currently under construction.

Note 10.: This library is a city/county library and will be designated by (ab) following response.

Note 11.: Library (ab) stated that this public library system did not maintain a separate Spanish collection for its routine operations; Spanish materials are drawn as needed.

APPENDIX F

Librarians of Public
Libraries Survey

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
1. Not applicable A. Director speaks Spanish 1. Yes 2. No		2(a,b)	1(a) 1(a)	1(a)	1(b),1(c)	2(a), 1(b)	3(b)	1(a)	1(a) 1(a), 1(b)
2. Not applicable									
3. Is this library 1. Branch (a) 2. Central (b) 3. Regional (c)	2(b)(*1)	1(a) 1(b)	2(a)	1(a)	1(a) 1(b) 1(c),1(c)	2(a)	3(b)	2(a) 1(b)	2(a) 1(b)
4. If main library how many branches, units or stations	31(b)	NA(a) 5 branches, 10 stations (b)	NA		19(b) NA(c)	(*16)	9(b)	0(a) 5(b)	8(b)
5. Number librarians (full-time equivalent)	8(b)	5(a) D.K.(b)	5(a)	1(a)	2(a),106(b) 4(c)	4(a),2(b)	24(b)	3(a),(*27) 15(b)	9(a) 57(b)
6. Number SS librarians at average or better level.	0(b)	2(a) D.K.(b)	2(a)	0(a)	1(a),8(b) 0(c)	0(a),1(b)	2(b)	2(a),5(b)	12(a), 9(b)
7. Number Spanish surnamed librarians	0(b)	1(a) D.K.(b)	0(a)		1(a),0(b)	0(a),0(b)	1(b)	NA(a),2(b)	1(a), 3(b)
8. Number full-time supportive staff	10(b)	7(a) D.K.(b)	11(a)	2(a)	277(b)(*12)	3(a),4(b)	67(b)	2(a),68(b)	12(a), 63(b)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
9. Number SS supportive staff at average or better level	1(b)	6(a) D.K.(b)	3(a)	0(a)	0(a),10(b)	1(a),3(b)	33(b)	2(a),42(b)	5(a),31(b)
10. Recruitment program for SS staff. 1. Yes 2. No	2(b)	1(a) D.K.(b)	2(a) (*5)	1(a)	1(b) 1(a)	(b) (*17) 2(a)	3(b)	2(a),1(b)	2(a),1(b)
11. Special job advancement program for SS staff. 1. Yes 2. No	2(b)	1(a) D.K.(b)	D.K.(a) 1(a)	1(a)	1(a) 1(b)	1(b) (*18) 2(a)	3(b)	1(b) 2(a)	2(a),1(b)
12. Number bookmobiles	1(b)	NA(a) 1 & 2 trailers(b)	5(a)		0(a),4(b), 4(c)	1(a),1(b)	6(b)	4(a),2(b)	6(a)
13. Hours per week library open									
1. Regular	45-60(b)	60-63(a,b)	33-47(a)	52(a)	40(a),63(b) $54^1/2$(c)	$33^1/2$-40(a), 62(b)	32-50(b)	36-59(a), 65(b)	63(a), 69(b)
2. Summer or vacation	45-60(b)	60-63(a,b)	33-47(a)	52(a)	40(a),59(b) $54^1/2$(c)	$33^1/2$-40(a) 62(b)	28-50(b)	34-57(a), 65(b)	63(a), 69(b)
14. Total number books a. Number in English		296(a) D.K.(b)	13,664(a) 150 loan(a)	23,252(a)	6,000(a), 1,250,000 (b), 28,000(c)	27,922(a) 5,000(b)	272,893(b)	33,254(a) 350,939(b)	98,000(a) NA(b)
b. Number in Spanish		16(a) D.K.(b)	592(a) 125 loan(a)	891(a)	300(a), 3,000(b), 50(c)	40(a) 1,100(b)	1,515(b)	2,123(a) 10,450(b)	650(a) NA(b)
15. Periodical subscriptions a. Number in English		136(a) D.K.(b)	233(a)	84(a)	8(a),2,200 (b),65(c)	114(a) 66(b)	210(b)	100(a) 812(b)	67(a) 792(b)
b. Number in Spanish		29(a) D.K.(b)	6(b)	4(a)	2(a),10(b), 3(c)	1(a),15(b)	7(b)	7(b),28(b)	1(a) 2(b)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
16. Other materials									
a. Recordings									
1. Number in English	390(b)	500(a) D.K.(b)	1,429(a) (*6)	98(a)	0(a),125(c)	0(a),50(b)	1,507(b)	10(a) 1,477(b)	887(a)
2. Number in Spanish		100(a) D.K.(b)	6(a)		0(a),110(b) 5(c)	0(a),10(b)	75(b)	10(a),77(b)	8(a) 122(b)
b. Tapes									
1. Number in English		0(a,b)	0(a)	NA(a)	0(a),No(b) (c)	0(a),No(b)		0(a),0(b)	0(a),0(b)
2. Number in Spanish		0(a,b)	0(a)		0(a)	0(a)	(*25)	0(a),0(b)	0(a),0(b)
c. Cassettes									
1. Number in English		0(a,b)	0(a)	NA(a)	0(a),No(b) (c)	0(a),15(b)	0(b)	0(a),0(b)	0(a),0(b)
2. Number in Spanish		0(a,b)	0(a)		0(a)	0(a)	0(b)	0(a),0(b)	0(a),0(b)
d. Films - 16mm									
1. Number in English		borrow(a) 0(b)	0(a) (*6)	NA(a)	0(a),501(b)	0(a),90(b)	1,270(b)	0(a),0(b)	Yes(b) 0(a)
2. Number in Spanish		0(a,b)	0(a)		0(a)	0(a),8(b)	19(b)	0(a),0(b)	0(a)
e. Films - 8mm									
1. Number in English		0(a,b)	0(a)	NA(a)	0(a)	0(a)	110(b)	0(a),0(b)	0(a),0(b)
2. Number in Spanish		0(a,b)	0(a)		0(a)	0(a)		0(a),0(b)	0(a),0(b)
f. Filmstrips									
1. Number in English		0(a,b)	0(a) (*6)	NA(a)	0(a),No(b)	0(a),0(b)	1,360(b)	0(a),0(b)	0(a),0(b)
2. Number in Spanish		0(a,b)	0(a)		0(a)	0(a),0(b)		0(a),0(b)	0(a),0(b)
g. Microfilms									
1. Number in English		84(a) D.K.(b)	0(a)	NA(a)	0(a)	0(a),0(b)	2,248(b)	0(a),Yes(b)	0(a),0(b)
2. Number in Spanish		0(a) D.K.(b)	0(a)		0(a)	0(a),0(b)	2(b)	0(a)	0(a),0(b)
h. Slides									
1. Number in English		0(a)	0(a)	NA(a)	0(a)	0(a),0(b)	1,200(b)	0(a),0(b)	0(a),0(b)
2. Number in Spanish		D.K.(b)	0(a)		0(a)	0(a),0(b)	0(b)	0(a),0(b)	0(a),0(b)
i. Transparencies									
1. Number in English		20(a)	0(a)	98(a)	0(a)	0(a),0(b)	2,000(b)	0(a),0(b)	0(a),0(b)
2. Number in Spanish		0	0(a)		0(a)	0(a),0(b)		0(a),0(b)	0(a),0(b)
(Continued on next page)									

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
16. Other materials (Continued)									
j. Maps									
1. Number in English	16(b)	Atlas(a) D.K.(b)	50(a)	0(a)	0(a),50(c)	0(a),1(b)	1,650(b)	120(a), 2,560(b)	0(a), Yes(b)
2. Number in Spanish		Atlas(a) D.K.(b)	0(a)		0(a),0(c)	0(a),1(b)	>150(b)	200(b)	0(a)
k. Vertical file materials									
1. Number in English		90%(a) D.K.(b)	3,600(a)	540(a)	0(a), 2,105(c)	0(a),0(b)	2,000(b)	2,569(a), 190,000(b)	Yes(a) Yes(b)
2. Number in Spanish		10%(a) D.K.(b)	30-50(a)	0(a)	0(a), 5-10(c)	0(a),0(b)		315(a), 3,460(b)	
l. Framed art reproductions		63(a) 350(b)	0(a)	NA a)	1,320(b) 0(c)(*13)	0(a)	0(b)	Yes(b)	0(a) Yes(b)
m. Prints		0(a) D.K.(b)	0(a)	NA(a)		200(b)	25(b)	10,000(a) Yes(b)	0(a),0(b)
n. Recreation		D.K.(b)							
1. Games		1(a)	5(a)	NA(a)		(a),3(b)	0(b)		0(a),0(b)
2. Pets						(a),1(b)	0(b)	Yes(b)	0(a),0(b)
3. Puzzles		1(a)	*200 posters available				0(b)		0(a),0(b)
4. Toys		1(a)				(a),12(b)	0(b)		0(a),0(b)
17. How well do these materials relate to the community?		D.K.(b)							
1. Very well		1(a)				1(a)	1(b)		1(a)
2. Satisfactorily	2(b)			1(a)	1(a),1(b) 1(c)	1(b)		2(a),1(b)	1(a),1(b)
3. Poorly							1(b)		
18. Possible to secure listing of materials									
1. Yes		D.K.(b),1(a)	(*7)	1(a)	1(a)	1(a),1(b)	1(b)	2(a)	1(b)
2. No	2(b)				1(b)		1(b)	1(b)	2(a)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
19. Population of geographical area served:									
1. Under 10,000	1(b)			1(a)	1(a)		2(b)		
2. 10,000 - 30,000			1(a)			2(a),1(b)		1(a)	
3. 30,000 - 50,000			1(a)					1(a)	1(a)
4. 50,000 - 100,000		1(a)			1(c)				1(a)
5. 100,000 - 500,000								1(b)	
6. 500,000 and over	1(b) whole county	1(b)			1(b)		1,014,979		1(b)
20. SS population of geographical area served:		D,K.(b)			D.K.(a)				D.K.(b)
1. Under 500	1(b)						2(b)		
2. 500 - 1,000									
3. 1,000 - 5,000									
4. 5,000 - 10,000		1(a)		1(a)	1(a)				
5. 10,000 - 30,000			2(a)		1(c)	1(b)		2(a)	
6. 30,000 - 50,000									
7. 50,000 and over	1(b) 60,000				90,000(b)		300,000 (about 28%)	137,000(b)	1(a)
21. A. Total population projection for next 5-10 years:		D.K.(b)	D.K.(a)		D.K.(a) D.K.(c)	D.K.(a) D.K.(b)			NA(b)
1. Under 10,000	(*2)						1(b)		
2. 10,000 - 30,000			1(a)	1(a)		1(a)			
3. 30,000 - 50,000		1(a)						1(b)	
4. 50,000 - 100,000							1(b)	1(a)	
5. 100,000 - 500,000									1(a)
6. 500,000 and over	1(b)				1(b		1(b)		
B. SS population projection for next 5-10 years:		D.K.(b)	D.K(a)		D.K.(a) D.K.(c)	D.K.(a) D.K.(b)		(*28)	NA(b)
1. Under 500	1(b)								
2. 500 - 1,000							1(b)		
3. 1,000 - 5,000							1(b)		
4. 5,000 - 10,000				1(a)					
5. 10,000 - 30,000		1(a)	1(a)						
6. 30,000 - 50,000								1(a)	
7. 50,000 and over	1(b)				1(b)		1(b)		1(a)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
22. Educational level of SS adults over 25 projection for next 5-10 years:		D.K.(b)						NA(b)	NA(b)
1. below 8th grade									
2. 8th grade				1(a)		1(b)	1(b)		
3. 10th grade	1(b)	1(a)					1(b)		
4. High school			1(a)		1(a),1(c)	1(a)			
23. Is the projection radically different from the current situation		D.K.(b)			D.K.(a)				NA(b)
1. Yes									
2. No	1(b)	1(a)	1(a)	1(a)	1(c)	1(a),1(b)	3(b)	1(a)	1(a)
24. A. Service activities to supply library and service information needed by the SS.									
1. Yes		1(a) 1(b)	2(a) (*8)	1(a)	1(b) (*14)		1(b)	1(a)	1(a),1(b) (*31)
2. No	2(b)				1(c)	2(a),1(b)	2(b)	1(a),1(b)	
3. Not applicable									
25. A. Survey to determine information needs and library behavior of SS.		D.K.(b)							
1. Yes		1(a)	1(a) (*9) 1(a)	1(a)	1(a),1(c) 1(b)	2(a),1(b)	3(b)	2(a),1(b)	1(a),1(b)
2. No	2(b)								
B. If yes, when.							NA(b)		
1. Past year			NA		1(a) 1(c)				
2. Past 3 years		1(a)							
3. Past 5 years									
4. Longer than 5 years									
C. Not applicable									
D. Not applicable									

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
26. A. Other needs in SS community		D.K.(b)			D.K.(a)				
1. Yes	1(b)	1(a)		1(a)	1(b)		1(b)		
2. No	1(b)				1(c)	1(a)	2(b)	1(b)	1(a)
B. Not applicable	(*3)								
27. Library in SS area									
1. One		1(a)				1(a),1(b)			
2. More than one		1(b)	2(a)	1(a)	1(a),1(b) 1(c)		2(b)	2(a),1(b)	2(a)
3. None	1(b)								
28. A. Branch located there									
1. Yes		2(a,b)	2(a)		1(a),1(b) 1(c)			2(a)	2(a),1(b)
2. No	1(b)						2(b)		
3. Main library there						1(a),1(b)		1(b)	
B. Level at which branch librarian speaks Spanish		D.K.(b)							
1. Native								1(a),1(b)	1(a),1(b)
2. Good									
3. Average									
4. Fair				1(a)	1(b)		1(b)		
5. Poor		1(a)	1(a)			1(b)		1(a)	
6. Not at all	1(b)		1(a)		1(a),1(c)		1(b)		
29. A. Funds for new or additional facilities in SS communities within the next 2 years.		NA(a) D.K.(b)			D.K.(a)	D.K.(a)			
1. Yes	1(b)			1(a)	1(b),1(c)	1(b)	2(b)	2(a)	1(a),1(b)
2. No	1(b)		2(a)						
B. If yes, when will expansion be implemented?					D.K.(a)	D.K.(a) 1(b)		2(a)	
1. 8 months									
2. 8 - 16 months	1(b)								
3. 16 - 24 months									

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
30. If bookmobile service to SS, level bookmobile librarian speaks Spanish 1. Native 2. Good 3. Average 4. Fair 5. Poor 6. Not at all	1(b)	NA(a) D.K.(b)		1(a)	1(a) 1(b),1(c)	D.K.(a) 1(b)	1(b)	2(a)	1(a),1(b)
31. Plans to expand bookmobile facilities 1. Yes 2. No	1(b)	NA(a) 1(b)	2(a)		D.K.(a) 1(b) 1(c)	D.K.(a) 1(b)	1(b)	1(b)	1(a),1(b)
32. Percent of bookmobile materials in Spanish or directed to SS.	1/2 of 1%(b)	NA(a) D.K.(b)	6%(a) (*10)		(*15) D.K.(c)	D.K.(a)	10%(b)	(*29)	1%(a)
33. A. Member of library administrative staff to determine community needs and translate them into programs. 1. Yes 2. No	2(b)	1(a)	1(a) 1(b)	1(a)	1(b) 1(a)	1(a),1(b)	2(b) 1(b)	2(a),1(b)	1(a),1(b) 1(a)
B. Person is SS. 1. Yes 2. No			1(a)		1(b),1(c)	1(b)	1(b) 1(b)		1(a),1(b) 1(a)
C. Person is a librarian. 1. Yes 2. No			1(a)		1(b),1(c)		2(b)		1(a),1(b)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
34. Part-time SS workers utilized as paid library aides. 1. Yes 2. No	1(b) 1(b)	D.K.(b) 1(a)	2(a)	1(a)	Full-time (b) 1(c) 1(a)	1(b) 1(a)	1(b) 2(b)	1(b) 1(a)	2(a),1(b)
35. Special programs for SS by Specialists in various fields. 1. Yes 2. No	2(b)	D.K.(b) 1(a)	1(a) 1(a)	1(a)	1(b) 1(a),1(c)	1(a),1(b)	3(b)	2(a),1(b)	1(a),1(b)
36. Organized program between school and public libraries in-service programs for the SS. 1. None 2. Few 3. Some 4. Many	2(b)	1(a)	1(a) 1(a)	1(a)	1(a),1(c) 1(b)	1(a),1(b)	2(b) 1(b)	1(b) 2(a)	1(b) 1(a)
37. Cooperate with other agencies to provide library or information services to SS. 1. Yes 2. No	2(b)	2(a,b)	1(a) 1(a)	1(a)	1(a,b,c)	1(b) 1(a)	1(b) 2(b)	1(a,b) 1(a)	1(a),1(b)
38. Cooperate with other agencies to provide assistance or referral services to SS. 1. Yes 2. No	1(b) 1(b)	D.K.(b) 1(a)	1(a)	1(a)	1(a,b,c)	1(a,b)	1(b) 2(b)	2(a),1(b)	1(a),1(b)
39. In-service training programs for library staff to understand special needs of SS. 1. Yes 2. No		2(a)		1(a)	1(a),1(c)	1(a)	2(b)	1(b)(*30)	1(b)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
40. Number SS members on board of trustees.		D.K.	0(a)		D.K.(a), 1(b),D.K.(c)	D.K.(a,b)		1(b)	3(a),3(b)
A. Time served									
1. Less than 1 year									
2. 1 - 3 years								1(b)	1(a)
3. 3 - 5 years					1(b)				
4. Over 5 years									
B. From SS area									
1. Yes				1(a)					2(a),2(b)
2. No					1(b)			1(b)	1(a)
41. Library offers users on request instruction in use of library other than card or book catalog									
1. No					D.K.(a)	NA(b)			
2. English	2(b)				1(b,c)	2(a)	2(b)		1(a)
3. Spanish									
4. Both		2(a,b)	2(a)	1(a)			1(b)	2(a),1(b)	1(a),1(b)
42. Pamphlets or maps describing library and its general layout.									
1. No	1(b)	1(a)	1(a)	1(a)	1(a)	2(a),1(b)		1(a)	1(b)
2. English	1(b)				1(b),1(c)		3(b)		2(a)
3. Spanish									
4. Both		1(b)	1(a)					1(a),1(b)	
43. Directional signs for users									
1. No	1(b)	1(a)	1(a)		1(c)	1(h)	1(b)		
2. English	1(b)	1(b)		1(a)	1(a),1(b)	2(a)	2(b)	2(a),1(b)	1(a),1(b)
3. Spanish									
4. Both			1(a)						1(a)
44. SS employees work with SS community									
1. Yes									
2. No									

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
45. A. Exhibits of some type displayed.									
1. Yes	1(b)	2(a,b)	2(a)	1(a)	1(a)1(b)1(c)	2(a),1(b)	2(b)	2(a),1(b)	1(b)
2. No							1(b)		
B. Limited to book exhibits									
1. English									
2. Spanish									
3. Both									
C. Displays for SS									
1. Yes		1(a,b)	2(a)		1(a)1(b)1(c)		1(b)	1(b)	2(a),1(b)
2. No	2(b)			1(a)		2(a),1(b)	1(b)	1(a)	
D. Displays for SS prepared with their assistance		D.K.(b)							
1. Yes		1(a)	1(a)		1(b)		1(b)	1(a)	1(a),1(b)
2. No	2(b)		1(a)		1(a),1(c)	2(a),1(b)		1(a),1(b)	
46. Book talks									
1. English				1(a)	1(a)1(b)1(c)	2(a),1(b)	1(b)	1(b)	1(a),1(b)
2. Spanish									
3. Both		1(a,b)	1(a)					1(a)	1(a)
47. Story hours									
1. English	1(b)			1(a)	1(a)1(b)1(c)	2(a)(*19)	1(b)		1(a)
2. Spanish									
3. Both		1(a,b)	1(a)					2(a),1(b)	1(a),1(b)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
48. Recreational programs									
A. Film programs					No(a) 1(b),1(c)			No(a)(b)	1(b)
1. English	1(b)					1(a)	1(b)		0(a)
2. Spanish						(*20)			0(a)
3. Both		1(a,b)	2(a)						0(a)
B. Reading clubs		D.K.(b)	No,but being planned (a)	No(a)	No(a) 1(b),1(c)	No(1) 2(a)	No(b) (*26)	No(b)	
1. English	1(b)								0(a),1(b)
2. Spanish									0(a),1(b)
3. Both		1(a)						2(a)	0(a)
C. Discussion groups		D.K.(b)	No(a)		No(a) 1(b),1(c)	No(a),No(b)	No(b)	No(b)	
1. English									0(a),0(b)
2. Spanish									0(a),0(b)
3. Both		1(a)						1(a)	0(a),0(b)
D. Fine arts program		D.K.(b)			No(a),No(b) 1(b)	No(a)No(b)	No(b)	No(a)(b)	
1. English			1(a)						0(a),0(b)
2. Spanish									0(a),0(b)
3. Both		1(a)							0(a),0(b)
E. Other			1(a) (*11)			No(a,b) (*20)			0(a),0(b)
49. Tutorial services for SS in addition to guidance in use of library.		D.K.(b)		No(a)					
1. Vocational counseling		1(a)	1(a)					1(a)	0(a)
2. Adult education			1(a)		1(b),1(c)			1(a)	0(a)
3. Job training									0(a)
4. Other		1(a)							0(a)
5. None	2(b)				1(a)	2(a),1(b)	3(b)	1(b)	0(a)
50. Library provides baby-sitting service so parents can attend library sponsored activities. 1. Yes		1(a,b)	1(a)						0(b)
2. No	2(b)		1(a)	1(a)	1([illegible])1(b)1(c)	2(a),1(b)	3(b)	2(a),1(b)	0(a),0(b)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
51. Distance from library to nearest bus stop. 1. Less than 2 blocks 2. 2 -5 blocks 3. 5 - 10 blocks 4. Over 10 blocks	2(b)	NA(b) 1(a)	1(a) 1(a)	1(a)	1(a)1(b)1(c	1(a) 1(a),1(b)	1(b)	1(a),1(b) 1(a)	2(a),1(b)
52. A. Library displays posters in other places. 1. English 2. Spanish 3. Both	1(b)	2(a,b)	2(a)	No(a)	No(a) 1(b)	No(b)(*21)		No(b) 1(a)	1(a) 1(a),1(b)
B. Posters about regular hours and services. 1. Yes 2. No	1(b)	2(a,b)	1(a) 1(a)		No(a) 1(b),1(c)	NA(b) 1(a) 1(a)	2(b)	2(a),1(b)	2(a),1(b)
C. Posters about special programs, etc. 1. Yes 2. No	1(b) 1(b)	2(a,b)	2(a)		No(a) 1(b)	1(b) 2(a)	1(b) 1(b)	1(b)	2(a),1(b)
53. A. Library regularly contributes articles or advertisements to local publications 1. Yes 2. No	1(b)	2(a,b)	1(a) 1(a)	1(a)	1(a)1(b)1(c	No(b)(*22) 1(a)	1(b) 2(b)	2(a),1(b)	1(a),1(b) 1(a) (*32)
B. How often 1. Daily 2. Weekly 3. Monthly 4. Yearly		D.K.(b) >1(a)biwkly.	1(a)		1(b) 1(b),1(c) 1(a)	(*22)	1(b) 1(b)	1(b) 2(a)	1(a),1(b) 1(a) (*32)
C. In publications for SS 1. Yes 2. No		2(a,b)	2(a)		1(b),1(c)	1(a),1(b) 1(a)	1(b) 2(b)	2(a),1(b)	1(a),1(b)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

QUESTION	11 PHOENIX	12 TUCSON	21 LOS ANGELES	23 SAN JOSE	31 DENVER	41 ALBUQUERQUE	42 SANTA FE	51 EL PASO	52 SAN ANTONIO
54. Library provides local radio station with: A. Spot announcements 1. Yes 2. No	1(b)	2(a,b)	1(a)	1(a)	1(b),1(c) 1(a)	1(a) 1(a),1(b)	1(b) 2(b)	2(a),1(b)	2(a),1(b)
B. Used on Spanish language programs 1. Yes 2. No	1(b)	2(a,b)	1(a) 1(a)		1(b),1(c) 1(a)	1(a) (*23) 1(a),1(b)	1(b) 2(b)	2(a)	1(a),1(b)
C. Announce in Spanish, regular hours and services 1. Yes 2. No	(*4)	2(a,b)	1(a) 1(a)		1(b),1(c) 1(a)	NA(b) 1(a) 1(a)	1(b) 2(b)	1(a) 1(a),1(b)	1(a),1(b)
D. To alert SS to special programs of interest to them 1. Yes 2. No	1(b)	2(a,b)	2(a)		D.K.(c) 1(a),1(b)	NA(b) 1(a)	1(b) 2(b)	2(a),1(b)	1(a) 1(b)
55. Similar spot announcements for television 1. Yes 2. No	2(b)	2(a,b)	2(a)	1(a)	1(b),1(c) 1(a)	2(a),1(b)	3(b)	1(a),1(b) 1(a)	1(a) 1(b)
56. A. Library does special radio or television programs directed at SS. 1. Yes 2. No	2(b)	2(a,b)	2(a)	1(a)	1(a),1(b)	2(a),1(b)	3(b)	1(a) 1(a),1(b)	1(b) 1(a)
B. Done on a regular basis. 1. Yes 2. No		2(a,b)	1(a)	1(a)		NA(b) 1(a)	2(b)	2(a),1(b)	1(a),1(b)
57. Opportunity for SS to review services policies. 1. Yes 2. No A,B,C, and D not applicable.		2(a,b)	2(a)	1(a)	1(b)	1(a),1(b) (*24)	3(b)	2(a) 1(b)	1(a),1(b)
58. Librarian attends community meetings, especially SS group functions. 1. Yes 2. No		1(a)	1(a) 1(a)	1(a)	1(b) 1(a)	1(a) 2(a)	3(b)	1(a),1(b) 1(a)	2(a),1(b)

(a) Branch (b) Central (c) Regional (* number signifies note reference at end of table)

PHOENIX

*1. Question 3 - One central library was primarily a processing and distribution center. They supplement book collections located in incorporated city libraries and provide small collections averaging 200 books in settlements staffed by volunteers. (Maricopa County Free Library)

*2. Question 21 - A.(6) 1975- 1,140,000
1980- 1,300,000 population projection

B.(7) 70-85,000
(Maricopa County Free Library)

*3. Question 26 - B. Provided approximately 100 books for a manpower training center for Spanish Americans (SER). (Maricopa County Free Library)

*4. Question 54 - But not regularly. (Maricopa County Free Library)

LOS ANGELES

*5. Question 10 - No special recruitment of SS by branches, but library system has a program.

*6. Question 16 - A. Excluding 2,000 classicals (Lincoln Heights Library)

D.,F. Not at branch library but available within system for programs (Los Angeles Public Library)

*7. Question 18 - Listing available only of film and film strips (Los Angeles Public Library)

*8. Question 24 - B. SS community aide (paid with Federal funds) to visit community, schools, distribute information, plan programs (Los Angeles Public Library)

*9. Question 25 - A. Survey made for high school students only (Lincoln Heights Library)

*10. Question 32 - 6% of entire collection is adult and juvenile books in Spanish. 5% of collection includes books in English on Mexican and Spanish influence, culture, literature, history. (Los Angeles Public Library, Lincoln Heights Library)

*11. Question 48 - E. Women's club to discuss items of interest to women (Lincoln Heights Library)

DENVER

*12. Question 8 - Custodian hired at 1/2 time. (Neighborhood Library, Byers Branch)

*13. Question 16 - 1. Library has framed art reproductions, but no number is given. (Neighborhood Library, Byers Branch)

*14. Question 24 - Service activities for SS available only in main library.

*15. Question 32 - 50% on special summer bookmobile. (Neighborhood Library, Byers Branch)

ALBUQUERQUE

*16. Question 4 - Now "zero," but 1 or 2 planned. (Model Cities Library)

*17. Question 10 - Job advancement for Model Cities resident. (Model Cities Library)

*18. Question 11 - Job advancement for Model Cities resident. (Model Cities Library)

*19. Question 47 - No story hours at present, but being planned. (Model Cities Library)

*20. Question 48 - A.,E. Being planned. (Model Cities Library)

*21. Question 52 - A. Posters for community centers being planned (Model Cities Library)

*22. Question 53 - A.,B. Being planned on a weekly basis. (Model Cities Library)

*23. Question 54 - B. Spanish spot announcements being planned.(Model Cities Library)

*24. Question 57 - Being planned. (Model Cities Library)

SANTA FE

*25. Question 16 - B.(2) 4 Spanish in blind series. (New Mexico State Library)

*26. Question 48 - B. Statewide promotion. (New Mexico State Library)

EL PASO

*27. Question 5 - List 17 full-time equivalent libraries, but 15 are professional and two are non-professional. (El Paso Public Library)

*28. Question 21 - B. Population projection for SS
SS population comprised 43% of El Paso
population in 1960.
Projection for 1970 is 45%
Projection for 1980 is 50% - No specific figures given

*29. Question 32 - B. Bookmobile contains a revolving Spanish book collection.

*30. Question 39 - A 2-day workshop on Mexican American materials and services was held in the library during October, 1970.

SAN ANTONIO

*31. Question 24 - School visitation programs in SS communities--work with all organized groups to explain library services. (San Antonio Public Library)

*32. Question 53 - A. Library displays posters outside library occasionally in Spanish.

NOTE: Population figures may note an increase in the SS groups, but projected library changes reflect minimal if no progress in this area to better serve SS.

APPENDIX G

Supervisors fo School Libraries
(District Level) Survey

QUESTION	11 - PHOENIX	12 - TUCSON	21 - LOS ANGELES	22 - SAN DIEGO	23 - SAN JOSE	31 - DENVER	51 - EL PASO
	TCQ = 3	TCQ = 1	TCQ = 3	TCQ = 1	TCQ = 2	TCQ = 1	TCQ = 1
3. Number school libraries served.	38 TNR = 3	77	614 TNR = 3	0	50 TNR = 1	107	--
4. Number librarians employed.*	49 TNR = 3	60	193.5 TNR = 3	0	14 TNR = 2	122	33
5. Spanish surnamed librarians. (1) Not applicable (2) Number no	-- 3 TNR = 3	1	<1% TNR = 1 2 TNR = 2	-- 1	-- 1 TNR = 1	1.6% --	-- 1
6. SS librarians. (1) Not applicable (2) Number no	-- 3 TNR = 3	1%	<1% TNR = 1 2 TNR = 2	10% --	-- 1 TNR = 1	-- --	100% --
7. Number supportive staff.	51 TNR = 3	43.5	57.5 TNR = 3	0	13 TNR = 2	--	26
8. Spanish surnamed supportive staff. (1) Not applicable (2) Number no	0% TNR = 1 2 TNR = 2	-- 1	66.67% TNR = 1 1 TNR = 1	-- 1	46% TNR = 1 1 TNR = 1	-- --	100% --
9. SS supportive staff. (1) Not applicable (2) Number no	0% TNR = 1 1 TNR = 1	1.2% --	83.34% TNR = 2 1 TNR = 1	-- 1	46% TNR = 1 1 TNR = 1	-- --	100% --
10. Student population (area total).	42,268 TNR = 3	--	660,264 TNR = 3	129,000	37,850 TNR = 2	97,914	61,981
11. Percent of student population SS (area average percent).	41.27% TNR = 3	20%	47.72% TNR = 3	14%	45% TNR = 2	22.5%	53%

*Full-time equivalent.

TCQ = Total Completing Questionnaire

TNR = Total Number Respondents this question

-- = No Response

TABLE 4.2-3 PUBLIC SCHOOLS -- SUPERVISORS

QUESTION	11 - PHOENIX	12 - TUCSON	21 - LOS ANGELES	22 - SAN DIEGO	23 - SAN JOSE	31 - DENVER	51 - EL PASO
	TCQ = 3	TCQ = 1	TCQ = 3	TCQ = 1	TCQ = 2	TCQ = 1	TCQ = 1
12. Not applicable.							
13. Is main library in area of high concentration of SS? (1) Yes (2) No	0 2 TNR = 2	1 0	2 1 TNR = 3	1 0	1 1 TNR = 2	1 0	--
14. Public library branch or station in area of high concentration of SS. (1) Yes (2) No	2 1 TNR = 3	1 0	2 1 TNR = 3	1 0	1 1 TNR = 2	1 0	--
15. If branches in SS communities:							
A. Librarians SS (1) Yes (2) No	0 1 TNR = 1	1 0	3 0 TNR = 3	--	1 0 TNR = 1	--	--
B. Supportive staff SS (1) Yes (2) No	1 0 TNR = 1	1 0	3 0 TNR = 3	--	1 0 TNR = 1	--	--
C. Determine own policies and programs (1) Yes (2) No	0 1 TNR = 1	--	1 0 TNR = 1	1 0	0 1 TNR = 1	--	--
16. Public library bookmobile ervice. (1) Yes (2) No	1 2 TNR = 3	0 1	3 0 TNR = 3	0 1	1 1 TNR = 2	1 0	--
17. Frequency of bookmobile stops (1) Daily (2) Semi-weekly (3) Weekly (4) Bi-weekly	(4) 1 TNR = 1	--	(3) 1 (4) 1 TNR = 2	--	(2) 1 TNR = 1	--	--

TCQ = Total Completing Questionnaire
TNR = Total Number Respondents this question
-- = No Response

Q U E S T I O N	11 - PHOENIX	12 - TUCSON	21 - LOS ANGELES	22 - SAN DIEGO	23 - SAN JOSE	31 - DENVER	51 - EL PASO
	TCQ = 3	TCQ = 1	TCQ = 3	TCQ = 1	TCQ = 2	TCQ = 1	TCQ = 1
18. Bookmobile stop at schools with SS students. (1) Yes (2) No	0 1 TNR = 1	--	1 1 TNR = 2	--	0 1 TNR = 1	1 0	--
19. Bookmobile librarian SS. (1) Yes (2) No	1 0 TNR = 1	--	2 0 TNR = 2	--	1 0 TNR = 1	1 0	--
20. Bookmobile supportive staff SS. (1) Yes (2) No	1 0 TNR = 1	--	2 0 TNR = 2	--	1 0 TNR = 1	--	--
21. Bookmobile carries Spanish materials. (1) Yes (2) No	1 0 TNR = 1	--	1 0 TNR = 1	--	1 0 TNR = 1	1 0	--
22. Percent bookmobile materials in Spanish (area average percent)	--	--	30% TNR = 2	--	--	--	--
23. Total number volumes in library (area total).	488,000 TNR = 2	--	476,529 TNR = 3	--	4,500 TNR = 1	824,904	--
24. A. Percent in Spanish (area average percent)	2% TNR = 2	--	.75% TNR = 2	--	0% TNR = 1	--	--
B. Comparison of this figure with 3 years ago. (1) Less (2) More (3) No change	(3) 2 TNR = 2	--	(2) 3	--	--	(2) 1	--

TCQ = Total Completing Questionnaire

TNR = Total Number Respondents this question

-- = No Response

TABLE 4.2-3 PUBLIC SCHOOLS -- SUPERVISORS

QUESTION	11 - PHOENIX	12 - TUCSON	21 - LOS ANGELES	22 - SAN DIEGO	23 - SAN JOSE	31 - DENVER	51 - EL PASO
	TCQ = 3	TCQ = 1	TCQ = 3	TCQ = 1	TCQ = 2	TCQ = 1	TCQ = 1
25. Number current periodical titles received. (area total).	365 TNR = 3	--	724 TNR = 3	--	4 TNR = 1	--	--
26. Percent in Spanish (area average percent)	.6% TNR = 3	--	20.67% TNR = 3	--	0% TNR = 1	--	--
27. Comparison of this figure with 3 years ago. (1) Less (2) More (3) No change	(3) 3 TNR = 3	--	(3) 3 TNR = 3	(2) 1	(3) 1 TNR = 1	(2) 1	--
28. Total budget excluding Federal funds. (area total)	$184,352 TNR = 3	$130,432	$1,494,002 TNR = 3	--	$500 TNR = 1	--	$262,300
29. Percent devoted to Spanish materials. (area average percent)	.5% TNR = 2	--	--	--	2% TNR = 1	--	--
30. Budget figures for next 3 years:							
A. Periodicals							
(1) Total	$9,600 TNR=2	--	--	--	--	--	--
(2) Percent for Spanish	.5% TNR=2	--	--	--	--	--	--
B. Audio-Visual							
(1) Total	$8,000 TNR=1	--	--	--	--	--	--
(2) Percent for Spanish	--	--	--	--	--	--	--
C. Other							
(1) Total	$38,152 TNR=1	--	--	--	--	--	--
(2) Percent for Spanish	--	--	--	--	--	--	--

TCQ = Total Completing Questionnaire TNR = Total Number Respondents this question -- = No Response

QUESTION	11 - PHOENIX	12 - TUCSON	21 - LOS ANGELES	22 - SAN DIEGO	23 - SAN JOSE	31 - DENVER	51 - EL PASO
31. Library construction within the next 2 years.	TCQ = 3	TCQ = 1	TCQ = 3	TCQ = 1	TCQ = 2	TCQ = 1	TCQ = 1
(1) Yes, in one year (2) Yes, in two years (3) No (4) Not needed	(1) 2 (3) 1 TNR = 3	(1) 1	(1) 1 (2) 1 TNR = 2	(3) 1	(1) 2 TNR = 2	(1) 1	(1) 1
32. If yes, in schools with SS?							
(1) Yes	1	1	1	--	1	1	1
(2) No	1	0	0		1	0	0
	TNR = 2		TNR = 1		TNR = 2		
33. Person on staff to translate needs into programs?							
(1) Yes	2	1	2	1	2	0	1
(2) No	0	0	0	0	0	1	0
	TNR = 2		TNR = 2		TNR = 2		
A. Number full-time	2	1	2	1	2	--	1
B. Number SS	1	1	2	1	1	--	1
C. Number librarians	0	1	1	0	1		1
34. In-service program for SS by school and public libraries?							
(1) Yes	0	0	1	0	0	0	--
(2) No	3	1	2	1	2	1	--
	TNR = 3		TNR = 3		TNR = 2		
35. In-service program to meet special needs of SS by education system?							
(1) Yes	0	0	3	1	2	1	1
(2) No	3	1	0	0	0	0	0
	TNR = 3		TNR = 3		TNR = 2		
36. Not applicable.							

TCQ = Total Completing Questionnaire   TNR = Total Number Respondents this question   -- = No Response

TABLE 4.2-3 PUBLIC SCHOOLS -- SUPERVISORS

QUESTION	11 - PHOENIX	12 - TUCSON	21 - LOS ANGELES	22 - SAN DIEGO	23 - SAN JOSE	31 - DENVER	51 - EL PASO
	TCQ = 3	TCQ = 1	TCQ = 3	TCQ = 1	TCQ = 2	TCQ = 1	TCQ = 1
37. Willing to discuss provision of library services to the SS. (1) Yes (2) No	1 0 TNR = 1	1 0	3 0 TNR = 3	1 0	2 0 TNR = 2	1 0	1 0
38. Programs co-sponsored with SS community. (1) C.A.P. (2) P.I.C. (3) Other (4) No	(1) 1 (4) 2 TNR = 3	(3) 1	(1) 3 (3) 1 TNR = 3	(1) 1	(1) 1 (3) 1 (4) 1 TNR = 2	(3) 1	(1) 1
39. Ethnic studies for SS. (1) Yes (2) No	2 1 TNR = 3	1 0	2 0 TNR = 2	1 0	2 0 TNR = 2	1 0	1 0
40. Librarian on curriculum team which develops ethnic studies. (1) Yes (2) No	0 3 TNR = 3	1 0	2 0 TNR = 2	1 0	2 0 TNR = 2	1 0	0 1
41. Library provides materials for teachers to support this curriculum. (1) Yes (2) No	2 1 TNR = 3	1 0	2 0 TNR = 2	1 0	2 0 TNR = 2	1 0	1 0
42. Library provides materials for students to support this curriculum. (1) Yes (2) No	2 1 TNR = 3	1 0	1 1 TNR = 2	1 0	2 0 TNR = 2	1 0	1 0

TCQ = Total Completing Questionnaire   TNR = Total Number Respondents this question   -- = No Response

QUESTION	11 - PHOENIX	12 - TUCSON	21 - LOS ANGELES	22 - SAN DIEGO	23 - SAN JOSE	31 - DENVER	51 - EL PASO
	TCQ = 3	TCQ = 1	TCQ = 3	TCQ = 1	TCQ = 2	TCQ = 1	TCQ = 1
43. Librarian acts as materials consultant if system has a pre-school program for SS children. (1) Yes (2) No	1 1 TNR = 2	1 0	3 0 TNR = 3	1 0	0 1 TNR = 1	1 0	--
44. Librarian assists in materials selection if system has an ESL program. (1) Yes (2) No	1 2 TNR = 3	0 1	3 0 TNR = 3	1 0	0 2 TNR = 2	1 0	1 0
45. In-service programs by library to develop library service programs for SS. (1) Yes (2) No	0 3 TNR = 3	0 1	0 2 TNR = 2	0 1	0 2 TNR = 2	0 1	1 0

TCQ = Total Completing Questionnaire

TNR = Total Number Respondents this question

-- = No Response

APPENDIX H

Librarians of School Libraries Survey

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
3. Is this library a:	(2) 1 (2)(3) 3 (3) 2 (4) 2 TNR = 7	(4) 1	(2) 1 (2)(3) 1 (3) 2 (4) 3 TNR = 7	(4) 1	(3) 5 (4) 4 TNR = 9	(2) 1 (3) 1 (4) 1 TNR = 3
(1) District						
(2) Elementary						
(3) Junior High						
(4) Senior High						
(5) County						
(6) Regional						
4. Not applicable						
5. Number librarians employed. (Area total)	8 TNR = 7	1	12 TNR = 7	2	8 1/2 TNR = 9	3 TNR = 3
6. Number SS librarians who speak Spanish at an average or better level. (Area total)	0 TNR = 5	--	2 TNR = 5	1	0 TNR = 5	1 TNR = 2
7. Number librarians Spanish surnamed. (Area total)	0	0	0	1	1 TNR = 7	0 TNR = 2
8. Number supportive staff employed. (Area total)	5 TNR = 7	0	7.5 TNR = 6	0	7.75 TNR = 9	3 TNR = 3
9. Number SS supportive staff who speak Spanish at an average or better level of proficiency. (Area total)	0 TNR = 7	--	1 TNR = 5	0	2 TNR = 7	1 TNR = 3
10. Recruitment program for SS staff?						
(1) Yes	0	0	3	0	1	3
(2) No	7 TNR = 7	1	3 TNR = 6	1	6 TNR = 7	0 TNR = 3
11. Special job advancement program for SS staff?						
(1) Yes	1	0	3	0	2	1
(2) No	6 TNR = 7	1	3 TNR = 6	1	6 TNR = 8	2 TNR = 3
12. Number bookmobiles in system. (Area total)	0 TNR = 6	0	0 TNR = 4	0	1 TNR = 7	--

TCQ = Total Completing Questionnaire   TNR = Total Number Respondents this Question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
3.	TCQ = 4 (2)(3) 1 (3) 1 (4) 2 TNR = 4	TCQ = 6 (3) 4 (4) 2 TNR = 6	TCQ = 8 (2)(3) 1 (3) 4 (4) 3 TNR = 8	TCQ = 1 (4) 1	TCQ = 2 (3) 2 TNR = 2	TCQ = 6 (2) 1 (2)(3) 1 (3) 1 (3)(4) 1 (4) 2 TNR = 6	TCQ = 1 (4) 1	TCQ = 14 (2) 8 (3) 3 (4) 3 TNR = 14	TCQ = 1 (3)(4) 1	TCQ = 1 (4) 1
5.	11 TNR = 4	10 TNR = 6	10 TNR = 8	1	2 TNR = 2	8 TNR = 6	1	13.25 TNR = 14	1	1
6.	3 TNR = 4	1 TNR = 4	3 TNR = 5	1	--	1 TNR = 3	--	8 TNR = 12	0	--
7.	1 TNR = 4	0 TNR = 4	2 TNR = 5	1	1 TNR = 2	0 TNR = 3	--	5 TNR = 11	0	0
8.	2.25 TNR = 4	5.5 TNR = 6	3.5 TNR = 6	1	0 TNR = 2	6 TNR = 6	0	11 TNR = 14	1	0
9.	1 TNR = 4	0 TNR = 6	1 TNR = 5	0	--	3 TNR = 5	--	5 TNR = 12		--
10.	3 0 TNR = 3	3 0 TNR = 3	2 3 TNR = 5	0 1	--	0 2 TNR = 2	0 1	3 7 TNR = 10	0 1	0 1
11.	0 3 TNR = 3	1 2 TNR = 3	0 4 TNR = 4	0 1	--	0 3 TNR = 3	0 1	2 8 TNR = 10	0 1	0 1
12.	1 TNR = 3	0 TNR = 4	3 TNR = 5	0	--	0 TNR = 3	0	0 TNR = 11	0	0

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
13. Hours per week library is open						
(a) Regular schedule average	39.29 TNR = 7	35 TNR = 1	42.29 TNR = 7	40	40.39 TNR = 9	35.83 TNR = 3
(b) Summer schedule						
1. Regular schedule average	13 TNR = 2	--	31.67 TNR = 3	5	22.42 TNR = 6	24.17 TNR = 1
2. Number not open	3 TNR = 3	1 TNR = 1	4 TNR = 4	--	2 TNR = 2	2 TNR = 2
14. Total book collection						
(a) Number in English (area total)	89,567 TNR = 5	3,675 TNR = 1	90,653 TNR = 7	4,224	94,014 TNR = 8	32,825 TNR = 3
(b) Number in Spanish (area total)	544 TNR = 5	15 TNR = 1	677 TNR = 7	32	881 TNR = 8	500 TNR = 2
15. Current periodical subscriptions						
(a) Number in English (area total)	271 TNR = 6	23 TNR = 1	673 TNR = 7	19	966 TNR = 8	215 TNR = 3
(b) Number in Spanish (area total)	2 TNR = 6	2 TNR = 1	8 TNR = 7	1	22 TNR = 8	8 TNR = 3
16. Materials collections: (area totals)						
(a) Recordings						
(1) Number in English	544 TNR = 5	238	3,629 TNR = 5	45	1,435 TNR = 8	433 TNR = 2
(2) Number in Spanish	12 TNR = 4	11	77 TNR = 4	3	35 TNR = 8	47 TNR = 2
(b) Tapes						
(1) Number in English	92 TNR = 4	--	650 TNR = 5	6	49 TNR = 8	10 TNR = 1
(2) Number in Spanish	5 TNR = 3	--	2 TNR = 4	2	0 TNR = 8	6 TNR = 2
(c) Cassettes						
(1) Number in English	0 TNR = 3	--	56 TNR = 5	0	2 TNR = 7	10 TNR = 2
(2) Number in Spanish	0 TNR = 3	--	0 TNR = 4	0	0 TNR = 7	5 TNR = 2
(d) Films (16mm)						
(1) Number in English	0 TNR = 2	--	0 TNR = 4	0	0 TNR = 7	0 TNR = 2
(2) Number in Spanish	0 TNR = 2	--	0 TNR = 4	0	0 TNR = 7	0 TNR = 2
(e) Films (8mm)						
(1) Number in English	0 TNR = 2	--	350 TNR = 5	0	58 TNR = 6	0 TNR = 2
(2) Number in Spanish	0 TNR = 2	--	0 TNR = 4	0	0 TNR = 6	0 TNR = 2
(f) Filmstrips						
(1) Number in English	894 TNR = 5	317	6,754 TNR = 6	52	1,237 TNR = 8	110 TNR = 2
(2) Number in Spanish	12 TNR = 3	4	12 TNR = 5	1	3 TNR = 7	10 TNR = 2

TCQ = Total Completing Question

TNR = Total Number Respondents this question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
13.	42.25 TNR = 4	39.33 TNR = 6	35.5 TNR = 8	40	39 TNR = 2	45 TNR = 6	50	38.75 TNR = 14	40	$44^{1}/2$
	-- 1 TNR = 1	22.50 TNR = 1 4 TNR = 4	14.5 TNR = 2 6 TNR = 6	-- 1	-- 1	14.17 TNR = 3 2	-- --	24.5 TNR = 10 3	10 --	-- --
14.	30,074 TNR = 4 280 TNR = 4	76,815 TNR = 6 235 TNR = 6	72,318 TNR = 7 625 TNR = 6	942 94	12,988 TNR = 2 358 TNR = 2	65,595 TNR = 6 872 TNR = 6	9,127 80	76,903 TNR = 14 427 TNR = 14	10,000 160	5,487 162
15.	123 TNR = 3 3 TNR = 3	504 TNR = 6 6 TNR = 6	450 TNR = 5 10 TNR = 5	103 3	107 TNR = 2 1 TNR = 2	402 TNR = 6 7 TNR = 5	66 3	422 TNR = 14 2 TNR = 13	118 1	64 1
16.										
	25 TNR = 2 2 TNR = 2	813 TNR = 5 59 TNR = 4	980 TNR = 6 109 TNR = 6	25 4	212 TNR = 2 4 TNR = 2	394 TNR = 5 26 TNR = 4	-- --	1,063 TNR = 14 61 TNR = 12	60 1	162 54
	0 TNR = 2 0 TNR = 2	137 TNR = 5 20 TNR = 4	199 TNR = 5 136 TNR = 5	48 0	0 TNR = 2 161 TNR = 2	6 TNR = 3 0 TNR = 3	38 25	238 TNR = 14 181 TNR = 12	10 0	111 77
	0 TNR = 2 0 TNR = 2	6 TNR = 5 0 TNR = 5	6 TNR = 5 0 TNR = 6	0 0	0 TNR = 2 0 TNR = 2	0 TNR = 2 0 TNR = 2	0 0	272 TNR = 13 15 TNR = 12	12 2	0 0
	0 TNR = 1 0 TNR = 1	0 TNR = 4 0 TNR = 4	0 TNR = 6 0 TNR = 6	3 0	0 TNR = 2 0 TNR = 2	0 TNR = 2 0 TNR = 2	0 0	1 TNR = 12 0 TNR = 12	-- --	0 0
	0 TNR = 1 0 TNR = 1	25 TNR = 5 0 TNR = 5	0 TNR = 5 0 TNR = 5	14 0	15 TNR = 2 0 TNR = 2	0 TNR = 2 0 TNR = 2	-- --	4 TNR = 12 0 TNR = 12	-- --	155 --
	0 TNR = 1 0 TNR = 1	1,799 TNR = 5 15 TNR = 5	2,843 TNR = 6 13 TNR = 5	111 0	473 TNR = 2 0 TNR = [illegible]	93 TNR = 3 9 TNR = 3	297 --	2,709 TNR = 13 19 TNR = 12	170 --	194 --

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
16. Materials collections: (area totals) (continued from last page)						
(g) Microfilms						
(1) Number in English	412 TNR = 3	--	761 TNR = 4	0	0 TNR = 7	0 TNR = 2
(2) Number in Spanish	0 TNR = 2	--	0 TNR = 4	0	0 TNR = 8	0 TNR = 2
(h) Slides - Total number	100 TNR = 3	224	1,154 TNR = 5	489	624 TNR = 8	1,040 TNR = 2
(i) Transparencies - Total number	222 TNR = 4	50	251 TNR = 5	32	486 TNR = 8	0 TNR = 2
(j) Maps						
(1) Number in English	3 TNR = 2	44	250 TNR = 5	24	175 TNR = 5	62 TNR = 2
(2) Number in Spanish	1 TNR = 1	--	2 TNR = 4	--	0 TNR = 5	0 TNR = 2
(k) Not applicable						
(l) Framed art reproductions	5 TNR = 3	--	34 TNR = 5	5	0 TNR = 6	4 TNR = 2
(m) Prints	20 TNR = 3	--	990 TNR = 3	45	276 TNR = 8	478 TNR = 2
(n) Recreation						
(1) Games	0 TNR = 3	--	22 TNR = 4	0	23 TNR = 9	10 TNR = 2
(2) Pets	0 TNR = 3	--	0 TNR = 2	0	0 TNR = 4	0 TNR = 2
(3) Puzzles	0 TNR = 3	--	11 TNR = 3	0	0 TNR = 4	150 TNR = 2
(4) Toys	0 TNR = 3	--	0 TNR = 2	0	0 TNR = 4	100 TNR = 2
17. How well do these materials relate to the students' curriculum and personal needs?						
(1) Very well	(1) 3	(2) 1	(1) 5	(2) 1	(1) 2	(1) 1
(2) Satisfactory	(2) 2		(2) 1		(2) 4	(2) 1
(3) Poorly	(3) 1		(3) 1		(3) 1	
	TNR = 6		TNR = 7		TNR = 7	TNR = 2
18. Belong to inter-library network for resources for SS						
(1) Yes	(1) 1	(1) 0	(1) 3	(1) 0	(1) 3	(1) 1
(2) No	(2) 5	(2) 1	(2) 4	(2) 1	(2) 5	(2) 1
	TNR = 6		TNR = 7		TNR = 8	TNR = 2

TCQ = Total Completing Question

TNR = Total Number Respondents this question

	SAN JOSE	DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
16.										
	0 TNR = 1	21 TNR = 6	453 TNR = 6	0	0 TNR = 2	0 TNR = 2	36	220 TNR = 13	0	0
	0 TNR = 1	0 TNR = 5	10 TNR = 6	0	0 TNR = 2	0 TNR = 2	--	0 TNR = 13	0	0
	0 TNR = 1	586 TNR = 5	702 TNR = 4	0	0 TNR = 2	43 TNR = 2	--	160 TNR = 13	110	92
	0 TNR = 1	624 TNR = 5	752 TNR = 6	0	15 TNR = 1	0 TNR = 2	--	1,302 TNR = 13	1,120	963
	10 TNR = 1	118 TNR = 5	161 TNR = 5	49	100 TNR = 1	0 TNR = 2	--	140 TNR = 12	70	70
	5 TNR = 1	2 TNR = 5	4 TNR = 3	1	0 TNR = 1	0 TNR = 2	--	0 TNR = 11	--	--
	0 TNR = 2	0 TNR = 6	10 TNR = 6	4	0 TNR = 1	74 TNR = 2	--	0 TNR = 13	8	0
	0 TNR = 1	1,073 TNR = 6	728 TNR = 6	17	--	777 TNR = 4	--	205 TNR = 12	--	0
	0 TNR = 3	2 TNR = 6	10 TNR = 6	0	0 TNR = 1	1 TNR = 2	--	21 TNR = 10	10	0
	0 TNR = 3	0 TNR = 4	0 TNR = 1	0	0 TNR = 1	0 TNR = 1	--	0 TNR = 7	0	0
	0 TNR = 3	0 TNR = 4	1 TNR = 1	0	0 TNR = 1	0 TNR = 1	--	0 TNR = 7	10	0
	0 TNR = 3	0 TNR = 4	0 TNR = 0	0	0 TNR = 1	0 TNR = 1	--	0 TNR = 7	0	0
17.										
	(1) 2	(1) 3	(1) 3	--	(1) 2	(1) 2		(1) 5		
	(3) 1	(2) 2	(2) 4			(2) 3	(2) 1	(2) 7		(2) 1
		(3) 1						(3) 1	(3) 1	
	TNR = 3	TNR = 6	TNR = 7		TNR = 2	TNR = 5		TNR = 13		
18.										
	(1) 2	(1) 3	(1) 6	(1) 0	(1) 1	(1) 0	--	(1) 7	(1) 0	(1) 1
	(2) 2	(2) 2	(2) 2	(2) 1	(2) 0	(2) 3		(2) 6	(2) 1	(2) 0
	TNR = 4	TNR = 5	TNR = 8		TNR = 1	TNR = 3		TNR = 13		

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
19. Student population served:						
(1) under 10,000	(1) 7	(1) 1	(1) 7	(1) 1	(1) 8	(1) 3
(2) 10,000 - 30,000	TNR = 7		TNR = 7		TNR = 8	TNR = 3
(3) 30,000 - 50,000						
(4) 50,000 - 100,000						
(5) 100,000 - 500,000						
(6) 500,000 and over						
20. SS student population served:						
(1) under 500	(1) 3	(1) 1	(1) 2	(1) 1	(1) 1	(1) 1
(2) 500 - 1,000	(2) 3		(2) 3		(2) 1	(2) 1
(3) 1,000 - 5,000	(3) 1		(3) 2		(3) 6	(3) 1
(4) 5,000 - 10,000	TNR = 7		TNR = 7		TNR = 8	TNR = 3
(5) 10,000 - 30,000						
(6) 30,000 - 50,000						
(7) 50,000 and over						
21. Enrollment projection for next 5-10 years						
(1) under 10,000	(1) 7	(1) 1	(1) 6	(1) 1	(1) 8	(1) 2
(2) 10,000 - 30,000	TNR = 7		(2) 1		TNR = 8	(2) 1
(3) 30,000 - 50,000			TNR = 7			TNR = 3
(4) 50,000 - 100,000						
(5) 100,000 - 500,000						
(6) 500,000 and over						
22. SS enrollment projection for next 5-10 years						
(1) under 500	(1) 2	(1) 1	(1) 2	(1) 1	(1) 1	(1) 1
(2) 500 - 1,000	(2) 2		(2) 3		(2) 1	(2) 1
(3) 1,000 - 5,000	(3) 2		(3) 1		(3) 4	(5) 1
(4) 5,000 - 10,000	TNR = 6		(5) 1		(4) 1	TNR = 3
(5) 10,000 - 30,000			TNR = 7		TNR = 7	
(6) 30,000 - 50,000						
(7) 50,000 or over						

TCQ = Total Completing Question TNR = Total Number Respondents this question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
19.	(1) 4 TNR = 4	(1) 6 TNR = 6	(1) 7 TNR = 7	(1) 1	(1) 1 (2) 0 TNR = 1	(1) 5 TNR = 5	--	(1) 14 TNR = 14	(1) 1	(1) 1
20.	(1) 2 (2) 1 (3) 1 TNR = 4	(1) 1 (2) 5 TNR = 6	(1) 1 (2) 3 (3) 2 TNR = 6	(1) 1	(1) 0 (2) 1 TNR = 1	(1) 1 (3) 4 TNR = 5	--	(1) 2 (2) 4 (3) 7 (4) 1 TNR = 14	(2) 1	(2) 1
21.	(1) 4 TNR = 4	(1) 5 TNR = 5	(1) 6 TNR = 6	(1) 1	(1) 1 TNR = 1	(1) 4 TNR = 4	--	(1) 12 (2) 1 TNR = 13	(1) 1	(1) 1
22.	(1) 1 (2) 1 (3) 2 TNR = 4	(2) 2 (3) 1 TNR = 3	(1) 2 (2) 2 (3) 1 (4) 1 TNR = 6	(1) 1	(2) 1 TNR = 1	(2) 1 (3) 3 TNR = 4	--	(1) 2 (2) 1 (3) 8 (4) 1 (5) 1 TNR = 13	(2) 1	(3) 1

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
23. Service activities specially tailored to supply library and service information needed by SS						
(1) Yes	(1) 4	(1) 0	(1) 2	(1) 0	(1) 3	(1) 2
(2) No	(2) 2	(2) 1	(2) 4	(2) 1	(2) 5	(2) 1
	TNR = 6		TNR = 6		TNR = 8	TNR = 3
24. Not applicable						
25. (A) Survey to determine information needs and library behavior of SS						
(1) Yes	(1) 0	(1) 0	(1) 1	(1) 1	(1) 3	(1) 0
(2) No	(2) 6 TNR = 6	(2) 1 TNR = 1	(2) 4 TNR = 5	(2) 0	(2) 5 TNR = 8	(2) 3 TNR = 3
(B) If yes, when?						
(1) Past year	--	--	(3) 1	(1) 1	(1) 1	--
(2) Past 3 years			TNR = 1		TNR = 1	
(3) Past 5 years						
(4) Longer than 5 years						
(C) Not applicable						
(D) Not applicable						
26. Other library service needs for SS?						
(1) Yes	(1) 3	(1) 0	(1) 1	(1) 1	(1) 4	(1) 1
(2) No	(2) 0	(2) 1	(2) 1	(2) 0	(2) 2	(2) 2
A. Not applicable	TNR = 3	TNR = 1	TNR = 2		TNR = 6	TNR = 3
27. Does librarian speak Spanish?						
(1) Yes	(1) 0	(1) 0	(1) 3	(1) 1	(1) 3	(1) 1
(2) No	(2) 7 TNR = 7	(2) 1 TNR = 1	(2) 3 TNR = 6	(2) 0	(2) 5 TNR = 8	(2) 2 TNR = 3
28. If yes, at what level?						
(1) Native	--	--	(2) 1	(1) 1	(4) 1	(2) 1
(2) Good			(3) 1		(5) 2	TNR = 1
(3) Average			(4) 1		TNR = 3	
(4) Fair			TNR = 3			
(5) Poor						

TCQ = Total Completing Question TNR = Total Number Respondents this question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
23.	(1) 1 (2) 3 TNR = 4	(1) 2 (2) 2 TNR = 4	(1) 3 (2) 5 TNR = 8	(1) 0 (2) 1	--	(1) 1 (2) 2 TNR = 3	(1) 1 (2) 0	(1) 3 (2) 9 TNR = 12	(1) 0 (2) 1	(1) 1 (2) 0
25.	(1) 0 (2) 3 TNR = 3	(1) 0 (2) 4 TNR = 4	(1) 2 (2) 3 TNR = 5	(1) 0 (2) 1	--	(1) 0 (2) 3 TNR = 3	(1) 0 (2) 1	(1) 1 (2) 9 TNR = 10	(1) 0 (2) 1	(1) 0 (2) 1
	--	--	(2) 2 TNR = 2	--	--	--	--	(2) 1 TNR = 1	--	--
26.	(1) 1 (2) 2 TNR = 3	(1) 2 (2) 2 TNR = 4	(1) 2 (2) 2 TNR = 4	(1) 1 (2) 0	--	(1) 2 (2) 2 TNR = 4	(1) 0 (2) 1	(1) 8 (2) 3 TNR = 11	(1) 0 (2) 1	--
27.	(1) 3 (2) 1 TNR = 4	(1) 3 (2) 3 TNR = 6	(1) 4 (2) 4 TNR = 8	(1) 1 (2) 0	--	(1) 4 (2) 1 TNR = 5	(1) 0 (2) 1	(1) 6 (2) 7 TNR = 13	(1) 0 (2) 1	(1) 1 (2) 0
28.	(3) 1 (4) 1 (5) 1 TNR = 3	(4) 2 (5) 1 TNR = 3	(1) 1 (2) 2 (5) 1 TNR = 4	(1) 1	--	(1) 1 (4) 1 (5) 2 TNR = 4	--	(1) 4 (5) 1 TNR = 5	--	(5) 1

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
29. (A) Funds for library construction in schools with SS						
(1) Yes	(1) 0	(1) 0	(1) 4	(1) 0	(1) 2	(1) 1
(2) No	(2) 4 TNR = 4	(2) 1 TNR = 1	(2) 2 TNR = 6	(2) 1	(2) 5 TNR = 7	(2) 1 TNR = 2
(B) If yes, when?						
(1) 8 months	--	--	(1) 2	--	(1) 1	(2) 1
(2) 8 - 16 months			(2) 2		(2) 1	TNR = 1
(3) 16 - 24 months			TNR = 4		TNR = 2	
30. Level bookmobile librarian speaks Spanish:						
(1) Native	--	--	--	--	--	--
(2) Good						
(3) Average						
(4) Fair						
(5) Poor						
31 Plans to expand bookmobile facilities:						
(1) Yes	(1) 0	--	(1) 0	(1) 0	(1) 0	--
(2) No	(2) 4 TNR = 4		(2) 1 TNR = 1	(2) 1	(2) 1 TNR = 1	
32. Percent bookmobile materials in Spanish or directed to SS. (average percent in area)	--	--	--	--	--	--
33. (A) Administrative staff person who determines community and student needs and translates them into library service programs.						
(1) Yes	(1) 1	(1) 0	(1) 5	(1) 0	(1) 3	(1) 0
(2) No	(2) 4 TNR = 5	(2) 1 TNR = 1	(2) 1 TNR = 6	(2) 1	(2) 4 TNR = 7	(2) 2 TNR = 2
(B) Person speaks Spanish						
(1) Yes	(1) 1	--	(1) 3	--	(1) 2	--
(2) No	(2) 0 TNR = 1		(2) 1 TNR = 4		(2) 2 TNR = 4	
(C) Person is librarian						
(1) Yes	(1) 0	--	(1) 3	--	(1) 3	-
(2) No	(2) 1 TNR = 1		(2) 0 TNR = 3		(2) 1 TNR = 4	

TCQ = Total Completing Question

TNR = Total Number Respondents this question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
29.	(1) 2 (2) 1 TNR = 3	(1) 0 (2) 5 TNR = 5	(1) 2 (2) 3 TNR = 5	(1) 0 (2) 1	(1) 1 (2) 0 TNR = 1	(1) 1 (2) 1 TNR = 2	(1) 0 (2) 1	(1) 4 (2) 5 TNR = 9	(1) 0 (2) 1	--
	(2) 1 TNR = 1	--	(1) 1 TNR = 1	--	--	(2) 1	--	(3) 3 TNR = 3	--	--
30.	--	--	(2) 1 TNR = 1	--	--	--	--	--	--	--
31.	--	(1) 0 (2) 1 TNR = 1	(1) 0 (2) 2 TNR = 2	(1) 0 (2) 1	--	--	--	(1) 0 (2) 4	--	--
32.	--	--	5% TNR = 1	--	--	--	--	--	--	--
33.	(1) 2 (2) 2 TNR = 4	(1) 2 (2) 3 TNR = 5	(1) 3 (2) 4 TNR = 7	(1) 0 (2) 1	(1) 1 (2) 0 TNR = 1	(1) 0 (2) 3 TNR = 3	(1) 0 (2) 1	(1) 4 (2) 7 TNR = 11	(1) 1 (2) 0	(1) 0 (2) 1
	(1) 2 (2) 1 TNR = 3	(1) 1 (2) 0 TNR = 1	(1) 1 (2) 1 TNR = 2	--	--	--	--	(1) 3 (2) 1 TNR = 4	(1) 0 (2) 1	--
	(1) 0 (2) 3 TNR = 3	(1) 0 (2) 2 TNR = 2	(1) 3 (2) 0 TNR = 3	--	(1) 0 (2) 1 TNR = 1	--	--	(1) 3 (2) 1 TNR = 4	(1) 0 (2) 1	--

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
34. Paid part-time SS aides from community						
(1) Yes	(1) 1	(1) 0	(1) 3	(1) 0	(1) 3	(1) 1
(2) No	(2) 5 TNR = 6	(2) 1	(2) 4 TNR = 7	(2) 1	(2) 5 TNR = 8	(2) 2 TNR = 3
35. Attendance at institutes on library service to SS encouraged						
(1) Yes	(1) 3	--	(1) 6	(1) 1	(1) 5	(1) 3
(2) No	(2) 2 TNR = 5		(2) 0 TNR = 6	(2) 0	(2) 1 TNR = 6	(2) 0 TNR = 3
36. Librarian works with faculty to coordinate special programs for SS						
(1) Yes	(1) 4	(1) 0	(1) 6	(1) 0	(1) 9	(1) 3
(2) No	(2) 2 TNR = 6	(2) 1	(2) 1 TNR = 7	(2) 1	(2) 0 TNR = 9	(2) 0 TNR = 3
37. In-service training programs by library to deal with needs of SS						
(1) Yes	(1) 1	(1) 0	(1) 2	(1) 1	(1) 4	(1) 2
(2) No	(2) 4 TNR = 5	(2) 1	(2) 5 TNR = 7	(1) 0	(2) 4 TNR = 8	(2) 0 TNR = 2
38. Number SS on board of trustees (average number)	.6 TNR = 5	2	0 TNR = 5	2	2.4 TNR = 5	4 TNR = 1
(a) Time served (average time)	5 1/2 yrs. TNR = 4	2 yrs.	--	2 yrs.	5.33 yrs. TNR = 5	2 yrs. TNR = 1
(b) From SS area (average percent yes)	100% TNR = 4	50%	--	50%	92% TNR = 5	100% TNR = 1
39. Instruction, on request, in general library use other than card or book catelogue						
(1) No	(2) 4	(2) 1	(2) 5	(2) 1	(2) 7	(2) 1
(2) English	(4) 1		(4) 2		(4) 1	(4) 2
(3) Spanish	TNR = 5		TNR = 7		TNR = 8	TNR = 3
(4) Both						
40. Individual a-v presentation on library use						
(1) No	(1) 1	(1) 1	(1) 1	(2) 1	(1) 1	(1) 2
(2) English	(2) 5		(2) 6		(2) 7	(4) 1
(3) Spanish	TNR = 6		TNR = 7		TNR = 8	TNR = 3
(4) Both						

TCQ = Total Completing Question TNR = Total Number Respondents this question

ED 066 173

A SYSTEMS ANALYSIS OF SOUTHWESTERN SPANISH SPEAKING USERS AND NONUSERS OF LIBRARY AND INFORMATION SERVICES DEVELOPING CRITERIA TO DESIGN AN OPTIMAL MODEL CONCEPT. FINAL REPORT.

NATIONAL EDUCATION RESOURCES INST., INC., WASHINGTON, D.C. 30 JUN 72.

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
34.	(1) 0 (2) 4 TNR = 4	(1) 0 (2) 4 TNR = 4	(1) 2 (2) 4 TNR = 6	(1) 0 (2) 1	(1) 0 (2) 1 TNR = 1	(1) 1 (2) 4 TNR = 5	--	(1) 5 (2) 8 TNR = 13	(1) 0 (2) 1	(1) 0 (2) 1
35.	(1) 3 (2) 0 TNR = 3	(1) 5 (2) 0 TNR = 5	(1) 5 (2) 0 TNR = 5	(1) 0 (2) 1	--	(1) 4 (2) 0 TNR = 4	--	(1) 4 (2) 6 TNR = 10	(1) 0 (2) 1	(1) 1 (2) 0
36.	(1) 2 (2) 2 TNR = 4	(1) 6 (2) 0 TNR = 6	(1) 4 (2) 2 TNR = 6	(1) 1 (2) 0	--	(1) 5 (2) 1 TNR = 6	(1) 1 (2) 0	(1) 9 (2) 4 TNR = 13	(1) 1 (2) 0	(1) 1 (2) 0
37.	(1) 0 (2) 4 TNR = 4	(1) 2 (2) 4 TNR = 6	(1) 0. (2) 5 TNR = 5	(1) 0 (2) 1	--	(1) 1 (2) 2 TNR = 3	(1) 0 (2) 1	(1) 6 (2) 5 TNR = 11	(1) 0 (2) 1	(1) 0 (2) 1
38.	.67 TNR = 3 3 yrs. TNR = 1 100% TNR = 1	0 TNR = 1 -- --	1 TNR = 3 2 yrs. TNR = 1 0% TNR = 1	0 -- --	-- -- --	4 TNR = 2 2.63 yrs. TNR = 2 100% TNR = 1	-- -- --	3.43 TNR = 7 7.05 yrs. TNR = 5 100% TNR = 6	0 -- --	7 -- 100%
39.	(1) 1 (2) 2 (4) 1 TNR = 4	(2) 6 TNR = 6	(2) 8 TNR = 8	(2) 1	(2) 1 TNR = 1	(1) 1 (2) 2 (4) 1 TNR = 4	(3) 1	(1) 1 (2) 11 (3) 1 TNR = 4	(2) 1	(4) 1
40.	(1) 1 (2) 3 TNR = 4	(1) 1 (2) 5 TNR = 6	(2) 8 TNR = 8	(2) 1	(2) 1 TNR = 1	(1) 2 (2) 3 (4) 1 TNR = 6	(2) 1	(1) 1 (2) 13 TNR = 14	(2) 1	(2) 1

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
41. Pamphlets or maps of general layout						
(1) No	(1) 2	(2) 1	(1) 3	(1) 1	(1) 2	(2) 1
(2) English	(2) 3	TNR = 1	(2) 4		(2) 7	(4) 1
(3) Spanish	TNR = 5		TNR = 7		TNR = 9	TNR = 2
(4) Both						
42. Directional signs						
(1) No	(2) 6	(1) 1	(2) 6	(2) 1	(1) 1	(2) 2
(2) English	TNR = 6	TNR = 1	TNR = 6		(2) 7	TNR = 2
(3) Spanish					TNR = 9	
(4) Both						
43. SS employees work with SS students						
(1) Yes	(1) 0	--	(1) 3	(1) 1	(1) 5	(1) 1
(2) No	(2) 2 TNR = 2		(2) 1 TNR = 4	(2) 0	(2) 2 TNR = 7	(2) 0 TNR = 1
44. (A) Exhibits displayed						
(1) Yes	(1) 7	(1) 1	(1) 7	(1) 0	(1) 9	(1) 3
(2) No	(2) 0 TNR = 7	(2) 0	(2) 0 TNR = 7	(2) 1	(2) 0 TNR = 9	(2) 0 TNR = 3
(B) Limited to book exhibits						
(1) No	(1) 4	(2) 1	(1) 3	--	(1) 5	(1) 1
(2) English	(2) 3		(2) 2		(2) 1	(4) 3
(3) Spanish	TNR = 7		(4) 3		(4) 6	TNR = 4
(4) Both			TNR = 7		TNR = 12	
(C) Displays for SS						
(1) Yes	(1) 4	(1) 0	(1) 4	(1) 1	(1) 7	(1) 3
(2) No	(2) 2 TNR = 6	(2) 1	(2) 3 TNR = 7	(2) 0	(2) 2 TNR = 9	(2) 0 TNR = 3
(D) Displays for SS prepared with help of SS students and staff						
(1) Yes	(1) 2	--	(1) 3	(1) 0	(1) 6	(1) 3
(2) No	(2) 2 TNR = 2		(2) 1 TNR = 4	(2) 1	(2) 1 TNR = 7	(2) 0 TNR = 3

TCQ = Total Completing Question

TNR = Total Number Respondents this question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
41.	(1) 0 (2) 4 TNR = 4	(1) 1 (2) 5 TNR = 6	(1) 1 (2) 7 TNR = 8	(2) 1	(1) 1 TNR = 1	(1) 1 (2) 3 TNR = 4	(2) 1	(1) 7 (2) 7 TNR = 14	(1) 1	(1) 1
42.	(1) 3 (2) 1 TNR = 4	(1) 2 (2) 4 TNR = 6	(2) 8 TNR = 8	(2) 1	(2) 1 TNR = 1	(1) 1 (2) 1 TNR = 2	(2) 1	(1) 1 (2) 13 TNR = 14	(2) 1	(1) 1
43.	--	(1) 0 (2) 1 TNR = 1	(1) 5 (2) 1 TNR = 6	(1) 1 (2) 0	--	(1) 3 (2) 2 TNR = 5	(1) 1 (2) 0	(1) 9 (2) 1 TNR = 10	--	--
44.	(1) 3 (2) 1 TNR = 4	(1) 6 (2) 0 TNR = 6	(1) 8 (2) 0 TNR = 8	(1) 1 (2) 0	(1) 1 (2) 1 TNR = 2	(1) 5 (2) 0 TNR = 5	(1) 1 (2) 0	(1) 14 (2) 0 TNR = 14	(1) 1 (2) 0	(1) 0 (2) 1
	(1) 2 (2) 1 TNR = 3	(1) 2 (2) 1 (4) 3 TNR = 6	(1) 1 (2) 3 (4) 2 TNR = 6	(2) 1	(1) 1 TNR = 1	(1) 2 (2) 1 (4) 1 TNR = 4	(2) 1	(1) 6 (2) 6 (4) 4 TNR = 16	(1) 1	--
	(1) 3 (2) 1 TNR = 4	(1) 4 (2) 2 TNR = 6	(1) 4 (2) 3 TNR = 7	(1) 0 (2) 1	(1) 1 (2) 0 TNR = 1	(1) 3 (2) 0 TNR = 3	(1) 1 (2) 0	(1) 8 (2) 4 TNR = 12	(1) 0 (2) 1	(1) 0 (2) 1
	(1) 2 (2) 1 TNR = 3	(1) 4 (2) 0 TNR = 4	(1) 3 (2) 1 TNR = 4	--	(1) 1 (2) 0 TNR = 1	(1) 1 (2) 2 TNR = 3	(1) 0 (2) 1	(1) 8 (2) 4 TNR = 12	--	--

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
45. Book talks						
(1) No	(2) 7	(1) 1	(1) 1	(2) 1	(1) 4	(1) 1
(2) English	TNR = 7		(2) 5		(2) 5	(2) 1
(3) Spanish			(4) 1		TNR = 9	(4) 1
(4) Both			TNR = 7			TNR = 3
46. Story hours						
(1) No	(1) 1	(1) 1	(1) 1	(1) 1	(1) 6	(1) 1
(2) English	(2) 6		(2) 2		(2) 1	(4) 1
(3) Spanish	TNR = 7		(4) 1		TNR = 7	TNR = 2
(4) Both			TNR = 4			
47. Librarian takes part in teaching SS						
(1) Yes	(1) 4	(1) 0	(1) 5	(1) 1	(1) 6	(1) 2
(2) No	(2) 2 TNR = 6	(2) 1	(2) 2 TNR = 7	(2) 0	(2) 2 TNR = 8	(2) 1 TNR = 3
48. Recreational programs No	no = 2	no = 1	no = 1	no = 1	no = 6	no = 1
(a) Film programs						
(1) English	(1) 3	--	(1) 4	--	(1) 2	(3) 1
(2) Spanish						
(3) Both						
(b) Reading clubs						
(1) English	(1) 2	--	(1) 2	--	(1) 1	--
(2) Spanish					(3) 1	
(3) Both						
(c) Discussion groups						
(1) English	(1) 1	--	(1) 3	--	(1) 2	--
(2) Spanish						
(3) Both						
(d) Not applicable						
(e) Other	1	--	2	--	--	--
	TNR = 6		TNR = 6		TNR = 9	TNR = 2

TCQ = Total Completing Question

TNR = Total Number Respondents this question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
45.	(1) 2 (2) 1 TNR = 3	(1) 2 (2) 3 (4) 1 TNR = 6	(1) 2 (2) 5 TNR = 7	(1) 1	(2) 1 TNR = 1	(2) 2 (4) 1 TNR = 3	(2) 1	(2) 14 TNR = 14	(1) 1	(1) 1
46.	(1) 3 TNR = 3	(1) 4 (2) 1 TNR = 5	(1) 3 (2) 1 TNR = 4	(1) 1	(1) 1 TNR = 1	(1) 1 (2) 2 (4) 1 TNR = 4	--	(1) 5 (2) 8 (4) 1 TNR = 14	(1) 1	(1) 1
47.	(1) 0 (2) 4 TNR = 4	(1) 3 (2) 3 TNR = 6	(1) 3 (2) 3 TNR = 6	(1) 0 (2) 1	--	(1) 1 (2) 4 TNR = 5	--	(1) 7 (2) 7 TNR = 14	(1) 0 (2) 1	(1) 0 (2) 1
48.	no = 4	no = 2	no = 5	no = 1	no = 1	no = 2	--	no = 4	no = 1	no = 1
	--	(1) 2	(1) 1	--	--	(1) 1 (3) 1	--	(1) 8 (3) 1	--	--
	--	(3) 1	(1) 2	--	--	0	--	(1) 6 (3) 1	--	--
	--	(3) 1	(1) 1	--	--	0	--	(1) 5 (3) 1	--	--
	-- TNR = 4	1 TNR = 4	-- TNR = 7	--	-- TNR = 1	3 TNR = 6	--	2 TNR = 13	--	--

-- No Respondents this question

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
49. Tutorial services other than in library usage						
(1) Yes	(1) 2	(1) 0	(1) 3	(1) 0	(1) 3	(1) 0
(2) No	(2) 3 TNR = 5	(2) 1	(2) 3 TNR = 6	(2) 1	(2) 6 TNR = 9	(2) 3 TNR = 3
50. Vocational guidance services and materials to SS						
(1) Yes	(1) 3	--	(1) 6	(1) 1	(1) 6	(1) 1
(2) No	(2) 2 TNR = 5		(2) 1 TNR = 7	(2) 0	(2) 2 TNR = 8	(2) 1 TNR = 2
51. Vocational guidance services and materials to any students						
(1) Yes	(1) 6	(1) 1	(1) 6	(1) 1	(1) 8	(1) 2
(2) No	(2) 0 TNR = 6	(2) 0	(2) 1 TNR = 7	(2) 0	(2) 1 TNR = 9	(2) 1 TNR = 3
52. Articles or advertisements for school or local publications						
(1) Yes	(1) 3	(1) 0	(1) 5	(1) 1	(1) 6	(1) 1
(2) No	(2) 3 TNR = 6	(2) 1	(2) 2 TNR = 7	(2) 0	(2) 3 TNR = 9	(2) 2 TNR = 3
53. Closed circuit television for SS by library						
(1) Yes	(1) 0	(1) 0	(1) 0	(1) 0	(1) 0	(1) 0
(2) No	(2) 7 TNR = 7	(2) 1	(2) 7 TNR = 7	(2) 1	(2) 9 TNR = 9	(2) 3 TNR = 3
54. Opportunity for SS to review and make recommendations for library materials						
(1) Yes	(1) 3	(1) 1	(1) 6	(1) 0	(1) 8	(1) 2
(2) No	(2) 3 TNR = 6	(2) 0	(2) 1 TNR = 7	(2) 1	(2) 1 TNR = 9	(2) 0 TNR = 2.
55. Opportunity for materials production for use by SS						
(1) Yes	(1) 3	(1) 1	(1) 6	(1) 1	(1) 4	(1) 2
(2) No	(2) 2 TNR = 5	(2) 0	(2) 1 TNR = 7	(2) 0	(2) 5 TNR = 9	(2) 1 TNR = 3
56. Not applicable						

TCQ = Total Completing Question

TNR = Total Number Respondents this question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
49	(1) 2 (2) 2 TNR = 4	(1) 1 (2) 5 TNR = 6	(1) 4 (2) 3 TNR = 7	(1) 1 (2) 0	(1) 0 (2) 1 TNR = 1	(1) 0 (2) 5 TNR = 5	(1) 0 (2) 1	(1) 7 (2) 7 TNR = 14	(1) 0 (2) 1	(1) 1 (2) 0
50	(1) 1 (2) 3 TNR = 4	(1) 5 (2) 1 TNR = 6	(1) 5 (2) 2 TNR = 7	--	(1) 1 (2) 0 TNR = 1	(1) 2 (2) 3 TNR = 5	(1) 1 (2) 0	(1) 10 (2) 3 TNR = 13	(1) 0 (2) 1	(1) 1 (2) 0
51	(1) 2 (2) 2 TNR = 4	(1) 6 (2) 0 TNR = 6	(1) 8 (2) 0 TNR = 8	(1) 1 (2) 0	(1) 1 (2) 0 TNR = 1	(1) 5 (2) 1 TNR = 6	(1) 1 (2) 0	(1) 11 (2) 2 TNR = 13	(1) 0 (2) 1	(1) 1 (2) 0
52	(1) 0 (2) 4 TNR = 4	(1) 3 (2) 3 TNR = 6	(1) 6 (2) 2 TNR = 8	--	(1) 0 (2) 1 TNR = 1	(1) 4 (2) 1 TNR = 5	(1) 1 (2) 0	(1) 5 (2) 9 TNR = 14	(1) 0 (2) 1	(1) 0 (2) 1
53	(1) 0 (2) 4 TNR = 4	(1) 0 (2) 5 TNR = 5	(1) 1 (2) 7 TNR = 8	(1) 0 (2) 1	(1) 0 (2) 1 TNR = 1	(1) 0 (2) 6 TNR = 6	(1) 0 (2) 1	(1) 2 (2) 12 TNR = 14	(1) 0 (2) 1	(1) 0 (2) 1
54	(1) 2 (2) 2 TNR = 2	(1) 4 (2) 0 TNR = 4	(1) 5 (2) 2 TNR = 7	(1) 1 (2) 0	(1) 1 (2) 0 TNR = 1	(1) 4 (2) 2 TNR = 6	(1) 1 (2) 0	(1) 12 (2) 2 TNR = 14	(1) 1 (2) 0	(1) 1 (2) 0
55	(1) 2 (2) 1 TNR = 3	(1) 3 (2) 2 TNR = 5	(1) 7 (2) 1 TNR = 8	(1) 0 (2) 1	(1) 1 (2) 0 TNR = 1	(1) 3 (2) 3 TNR = 6	(1) 1 (2) 0	(1) 11 (2) 3 TNR = 14	(1) 1 (2) 0	(1) 1 (2) 0
56	Not applicable									

-- No Respondents this question

TABLE 4.2-4 PUBLIC SCHOOLS - LIBRARIANS

QUESTION	11 -- PHOENIX		12 -- TUCSON		21 LOS ANGELES	22 SAN DIEGO
	Public	Parochial	Public	Parochial	Public	Public
	TCQ = 7	TCQ = 1	TCQ = 7	TCQ = 1	TCQ = 9	TCQ = 3
57. Willing to discuss provision of library service to SS and talk with staff						
(1) Yes	(1) 5	(1) 1	(1) 7	(1) 1	(1) 8	(1) 3
(2) No	(2) 0 TNR = 5	(2) 0	(2) 0 TNR = 7	(2) 0	(2) 0 TNR = 8	(2) 0 TNR = 3
58. Library meeting place for SS community						
(1) Yes	(1) 0	(1) 0	(1) 1	(1) 0	(1) 5	(1) 0
(2) No	(2) 4 TNR = 4	(2) 1	(2) 4 TNR = 5	(2) 1	(2) 4 TNR = 9	(2) 2 TNR = 2
59. Community advisory board from SS community						
(1) Yes	(1) 2	(1) 0	(1) 4	(1) 1	(1) 6	(1) 2
(2) No	(2) 2 TNR = 4	(2) 1	(2) 0 TNR = 4	(2) 0	(2) 1 TNR = 7	(2) 0 TNR = 2
60. Librarian as information base for SS						
(1) Yes	(1) 3	--	(1) 4	(1) 1	(1) 5	(1) 2
(2) No	(2) 2 TNR = 5		(2) 3 TNR = 7	(2) 0	(2) 4 TNR = 9	(2) 0 TNR = 2
61. Librarian attends community and school meetings, especially SS						
(1) Yes	(1) 3	(1) 1	(1) 4	(1) 0	(1) 6	(1) 2
(2) No	(2) 3 TNR = 6	(2) 0	(2) 3 TNR = 7	(2) 1	(2) 3 TNR = 9	(2) 0 TNR = 2

TCQ = Total Completing Question

TNR = Total Number Respondents this question

	23 SAN JOSE	31 DENVER	41 -- ALBUQUERQUE		42 SANTA FE	51 -- EL PASO		52 -- SAN ANTONIO		53 CRYSTAL CITY
	Public	Public	Public	Parochial	Public	Public	Parochial	Public	Parochial	Public
	TCQ = 4	TCQ = 6	TCQ = 7	TCQ = 1	TCQ = 2	TCQ = 6	TCQ = 1	TCQ = 14	TCQ = 1	TCQ = 1
57.	(1) 3 (2) 0 TNR = 3	(1) 4 (2) 0 TNR = 4	(1) 7 (2) 0 TNR = 7	(1) 1 (2) 0	(1) 1 (2) 0 TNR = 1	(1) 4 (2) 0 TNR = 4	(1) 0 (2) 1	(1) 10 (2) 1 TNR = 11	(1) 0 (2) 1	(1) 1 (2) 0
58.	(1) 0 (2) 4 TNR = 4	(1) 1 (2) 4 TNR = 5	(1) 3 (2) 5 TNR = 8	(1) 0 (2) 1	(1) 0 (2) 1 TNR = 1	(1) 5 (2) 1 TNR = 6	(1) 0 (2) 1	(1) 5 (2) 9 TNR = 14	(1) 0 (2) 1	(1) 0 (2) 1
59.	(1) 4 (2) 0 TNR = 4	(1) 3 (2) 0 TNR = 3	(1) 4 (2) 1 TNR = 5	(1) 0 (2) 1	--	(1) 0 (2) 1 TNR = 1	--	(1) 7 (2) 1 TNR = 8	(1) 0 (2) 1	(1) 0 (2) 1
60.	(1) 1 (2) 3 TNR = 4	(1) 3 (2) 2 TNR = 5	(1) 5 (2) 2 TNR = 7	(1) 1 (2) 0	(1) 1 (2) 0 TNR = 1	(1) 4 (2) 0 TNR = 4	--	(1) 11 (2) 1 TNR = 12	(1) 0 (2) 1	(1) 0 (2) 1
61.	(1) 0 (2) 4 TNR = 4	(1) 4 (2) 1 TNR = 5	(1) 6 (2) 1 TNR = 7	(1) 1 (2) 0	(1) 0 (2) 1 TNR = 1	(1) 5 (2) 1 TNR = 6	(1) 0 (2) 1	(1) 7 (2) 6 TNR = 13	(1) 1 (2) 0	(1) 0 (2) 1

-- No Respondents this question

TABLE 4.2-4 PUBLIC SCHOOLS - LIBRARIANS

APPENDIX I

Community and Junior College Libraries Survey--Nine Libraries

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
3. Is this library:									
1. Autonomous in the college	(1)	(2)	(1)	--	(1)	(1)	(1)	(1)	(1)
2. Part of a cooperative syste									
4. Number of branches or stations under your supervision	--	0	0	1	0	0	1	0	0
5. 1. Number professional librarians	5	1	5	4	4	6.5	1	4	14
2. Number media specialists	--	9	2	--	--	1	1	--	2
6. SS staff members									
1. Professionals	0	2	2	1	0	1	0	No	Yes
2. Supporting staff	0	10	4	0	0	1	3	Yes	Yes
7. Number librarians Spanish surnamed or SS descent	0	0	0	0	0	0	0	0	0
8. Number supportive staff	28	53	32	10	10	28	25	15 .	77
9. Number supportive staff Spanish surnamed or SS descent	3	20	13	0	0	5	3	8	36
10. Recruitment program for SS staff	No	Yes	Yes	No	No	Yes	Yes	No	Yes

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
11. Do you direct a:									
A. Traditional, print-oriented library	Yes	--	Yes	Yes	Yes	Yes	--	Yes	No
B. Instructional materials center	--	--	Yes	Yes	No	Yes	--	No	No
C. Learning resources center, unifying library A-V	--	Yes	Yes	Yes	No	Yes	Yes	No	Yes
12. Which of the following materials are provided for your users									
1. Books	x	x	x	x	x	x	x	x	x
2. Periodicals	x	x	x	x	x	x	x	x	x
3. Audio recordings (discs, tapes, cassettes)	x	x	x	x	x	x	x	x	x
4. 16mm films	--	x	x	x	x	x	x	--	x
5. 8mm films and film loops	--	x	x	x	--	x	x	--	x
6. Filmstrips	x	x	x	x	x	x	x	x	x
7. Microfilms	x	x	--	x	x	x	x	x	x
8. Slides	--	x	x	x	--	x	x	x	x
9. Transparencies	--	x	x	x	--	x	x	x	x
10. Framed art reproductions	x	--	--	x	--	--	--	x	x
11. Prints	--	--	--	x	--	--	--	--	--
12. Maps	x	--	x	x	--	x	x	x	x
13. Models	x	--	--	--	--	--	x	--	--
14. Vertical file materials	x	x	x	x	x	x	x	x	x
15. Television facilities	--	x	x	--	--	x	--	--	x

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
13. Check which of these are available in Spanish									
1. Books	x	x	x	x	x	x	x	x	x
2. Periodicals	x	x	x	x	x	x	x	x	x
3. Audio recordings (discs, tapes, cassettes)		x	x	x		x	x	x	x
4. 16mm films			x			x			
5. 8mm films		x							
6. Filmstrips									
7. Microfilms									x
8. Slides									
9. Transparencies			x						x
10. Framed art reproductions	Not applicable								
11. Prints	Not applicable								
12. Maps			x			x			x
13. Models									
14. Vertical file materials						x			
15. Television facilities		x	x			x			x
14. Hours per week center is open	$67^1/2$	80	68	65	80	71	70	--	73
15. Facility open:									
a. Weekends	Yes	No	Yes	Yes	Yes	Yes	No	--	Yes
b. Academic holidays	Yes	No	No	Yes	No	Yes	No	--	Yes
c. Summer vacation	Yes	No	Yes	Yes	Yes	Yes	Yes	--	Yes
16. All materials available to:									
a. Faculty	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
b. Students	Yes	Yes	Yes	Yes	Yes	No	Yes	--	Yes
c. Faculty, students and staff	Yes	Yes	Yes	Yes	Yes	No	Yes	--	Yes
17. Listings of audio-visual and print materials in Spanish	No	--	No	--	No	No	partially	--	No

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
18. Inter-library network for resources for SS	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes
19. Population served by center									
1. Faculty and professional staff	400	300	220	--	250	500	175	--	400
2. Students	12,500	3,500	7,200	--	4,000	14,000	3,300	--	20,000
20. Library operates, provides staff or logistical materials support for:									
(1) Learning laboratories	Yes	Yes	No	Yes	Yes		--	--	--
language labs	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
remedial labs	Yes	Yes	Yes	Yes	No	Yes	Yes	--	Yes
science labs	Yes	Yes	No	Yes	No	Yes	Yes	--	Yes
listening labs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
(2) Individual learning carrels									
wet	Yes	Yes	No	Yes	No	Yes	Yes	--	Yes
dry	Yes	Yes	No	Yes	No	Yes	Yes	--	Yes
(3) Student materials production	Yes	Yes	No	No	Yes	No	Yes	--	Yes
(4) Occupational-technical courses	Yes	Yes	No	No	Yes	Yes	Yes	--	Yes
(5) Off-campus extension	No	Yes	No	No	Yes	Yes	Yes	--	No
21. SS student population	586	1,700	38.55%	--	--	18.3%	12%	30,000 (?)	35%

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONI
				College I	College II				
22. Spanish surnamed or SS staff used to develop services to students from the following:									
1. Unskilled laborers	No	No	Yes	No	No	--	--	--	--
2. Blue collar workers	No	No	Yes	No	No	--	--	--	--
3. Industrial education	No	Yes	No	No	No	--	--	--	--
4. Prisons	No	No	No	No	No	--	--	--	--
5. Churches and missions	No	No	No	No	No	--	--	--	--
6. Hospitals	No	Yes	No	No	No	--	--	--	--
7. Recreational agencies	No	Yes	No	No	No	--	--	--	--
8. Handicapped	No	No	No	No	No	--	--	Yes	--
9. Illiterates	No	Yes	No	No	No	--	--	--	--
10. Non-English speaking	No	Yes	Yes	No	No	--	--	--	--
11. Disadvantaged	No	Yes	--	No	No	--	--	Yes	--
23. In your opinion, do SS students respond to A-V materials more readily than to traditional print materials?	No	Yes	--	No	Yes	--	--	--	Yes
24. College has academically oriented Spanish studies program	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
25. Survey made to determine needs of SS students	No	No	No	No	No	No	No	No	No
A. If yes, when.	--	--	--	--	--	--	--	--	--
B. Not applicable									
C. Not applicable									
26. Not applicable									

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
27. Program offered to train library staff?	Yes	No	No	No	No	Yes	Yes	No	Yes
28. Would you hire a program graduate?	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes
29. Planned expansions of services to SS within the next 2 years	No	Yes	No	No	Don't know	Yes	Yes	Don't know	Yes
30. Do librarians, media specialists, or faculty members whom you know are working with SS students speak Spanish?	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
A. Proficiency level 1. Native 2. Good 3. Average 4. Fair 5. Poor	(1)	(1)	(3)	--	(1)	(1)(2)	(1)(2)	(1)	(1)(2)(3)
31. Materials located at places outside the library	No	No	No	No	No	No	No	(2)	Yes
32. Percentage of materials in library directed at SS	15-20%	1%	2%	<1%	5%	1%	--	--	--
33. Person on staff to determine community and student needs and translate them into library service programs.	Yes	No	Yes	Yes	No	No	No	Yes	No
A. Not applicable									
B. SS	Yes	--	Yes	Yes	--	--	--	Yes	--
C. Librarians	No	--	Yes	No	--	--	--	No	--

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
34. Part-time SS workers from community or student body paid library aides	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
35. Special courses for SS supported or held by library	Yes	No	No	No	No	No	No	No	No
36. Cooperative organized program between school and other libraries in service programs for SS 1. None 2. Few 3. Some 4. Many	(1)	(2)	(1)	(1)	(1)	(1)	(1)	(2)	(1)
37. Cooperate with teaching departments to provide library and information services to SS	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	--
38. Cooperate with teaching departments to provide assistance or referral services to SS	No	Yes	Yes	No	No	No	Yes	Yes	--
39. In-service training programs by library to understand needs of SS	No	No	No	No	No	No	No	No	--
40. Number of SS board members	--	2	1	--	1	2	1	1	2

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
41. Library offers students and other users, upon request, instruction in general use of library or information resources other than card or book catalogs. 1. No 2. English 3. Spanish 4. Both	(2)	(4)	(2)	(2)	(2)	(2)	(2)	(4)	(4)
42. Individual use A-V presentations showing how to use library. 1. No 2. English 3. Spanish 4. Both	(4)	(4)	(2)	(2)	(2)	(1)	(1)	(1)	(1)
43. Pamphlets, maps and directional signs describing library and its layout. 1. No 2. English 3. Spanish 4. Both	(2)	(4)	(2)	(2)	(1)	(2)	(1)	(2)	(2)
44. SS employees work with SS students.	--	No	Yes	No	No	No	No	No	No
45. College administration involves library in curriculum design to assist in supporting programs for SS	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
46. Exhibits and programs for SS	No	No	Yes	No	No	Yes	No	--	Yes
47. In your opinion, do the ALA standards for Junior College Library Resource Centers provide support for minority or disadvantaged groups?	No	No	No	No	No	No	Yes	--	Yes
48. Area Accrediting Association relates activities to instruction for SS.	No	No	No	No	No	Yes	Yes	--	No
49. Library provides tutorial services in addition to guidance in use of library materials.	No	Yes	Yes	Yes	No	No	Yes	No	Yes
50. Library offers vocational guidance to students 1. No 2. English 3. Spanish 4. Both	(2)	(2)	(2)	(2)	(1)	(2)	(4)	(4)	(2)
51. Special closed-circuit television programs directed at SS prepared by library.	No	No	No	No	No	No	No	No	No
52. SS have opportunity to review service policies and recommend materials.	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
53. Approximate size of book collection in Spanish	150	1%	500	100	180	400	--	1,000	2,000
54. Approximate number of periodicals in Spanish	--	15	12	10	3	8	--	5	25
55. Number of tapes in Spanish									
1. Regular	--	50	50	50	2	0	--	0	300
2. Cassettes	--	0	--	--	6	0	--	0	--
56. Not applicable									
57. Willing to discuss the provision of library service to SS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes
58. College serves as meeting place for programs directed to SS	Yes	No	Yes	No	Yes	No	No	Yes	Yes
59. College has board/members from SS communities.	No	Yes	Yes	No	No	Yes	Yes	Yes	No
60. Library professionals function as advocates for SS	Yes	Yes	Yes	No	No	No	No	Yes	No
61. Work with faculty members to coordinate special programs related to use of library and A-V materials for SS	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes

QUESTION	11 - PHOENIX	12 - TUCSON	21 LOS ANGELES	22 - SAN DIEGO		23 SAN JOSE	31 - DENVER	41 ALBUQUERQUE	52 SAN ANTONIO
				College I	College II				
62. Take part in teaching aspects of curriculum for SS	No	Yes	No	No	No	Yes	No	No	Yes
63. Areas SS aides, clerks, students and technicians are utilized:									
1. Reference	--	Yes	Yes	No	No	No	Yes	No	--
2. Circulation	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
3. Technical Processing	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
4. Learning Labs	--	Yes	No	No	No	Yes	Yes	No	Yes
5. AV Production	Yes	Yes	No	No	No	Yes	Yes	No	Yes
6. Typing	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
7. Receiving	--	Yes	--	No	No	Yes	Yes	Yes	Yes

APPENDIX J

Community and Junior College Libraries Survey--Five States

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
	TCQ = 3*	TCQ = 40*	TCQ = 8	TCQ = 2*	TCQ = 21	TCQ = 74
3. Is this library						
1. Autonomous	2	39	8	1	17	67
2. Cooperative	1	1	0	1	4	7
	TNR = 3	TNR = 40	TNR = 8	TNR = 2	TNR = 21	TNR = 74
4. Number branches	0	4	1	0	3	8
	TNR = 2	TNR = 37	TNR = 8	TNR = 2	TNR = 17	TNR = 66
5. 1. Number professional librarians	8	171.5	12	5	60	256.5
	TNR = 3	TNR = 39	TNR = 8	TNR = 2	TNR = 21	TNR = 73
2. Number media specialists	9	20.5	3	0	15	47.5
	TNR = 2	TNR = 36	TNR = 8	TNR = 1	TNR = 20	TNR = 67
6. SS staff						
1. Professionals	4	18	4	1	11	38
	TNR = 3	TNR = 40	TNR = 8	TNR = 2	TNR = 18	TNR = 71
2. Supporting staff	12	20	8	0	13	53
	TNR = 3	TNR = 40	TNR = 8	TNR =1	TNR = 17	TNR = 69

* Does not include respondents from American Indian institutions.

TCQ = Total Completing Questionnaire
TNR = Total Number Respondents this question

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
7. Number librarians Spanish surnamed or SS descent	1 TNR = 3	8 TNR = 39	2 TNR = 8	0 TNR = 2	6 TNR = 21	17 TNR = 73
8. Number supportive staff	102 TNR = 3	804 TNR = 40	111 TNR = 8	18 TNR = 2	371.25 TNR = 21	1,406.25 TNR = 74
9. Number supportive staff Spanish surnamed or SS descent	32 TNR = 3	123 TNR = 40	15 TNR = 8	8 TNR = 2	111 TNR = 21	289 TNR = 74
10. Recruitment program for SS staff						
(1) Yes	1	5	1	0	3	10
(2) No	2	35	7	2	18	64
	TNR = 3	TNR = 40	TNR = 8	TNR = 2	TNR = 21	TNR = 74
11. Do you direct:						
A. Traditional, print-oriented library	1	18	2	2	10	33
B. IMC	--	16	5	1	3	25
C. LRC, unifying library & A-V	2	29	6	0	13	50
	TNR = 3	TNR = 39*	TNR = 8*	TNR = 2*	TNR = 21*	TNR = 73*

* Multiple Responses

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
12. Which of the following materials are provided for your users:						
1. Books	3	40	8	2	21	74
2. Periodicals	3	40	8	2	21	74
3. Audio recordings	3	35	8	2	20	68
4. 16mm films	2	28	6	0	13	49
5. 8 mm films & film loops	2	28	7	0	10	47
6. Filmstrips	3	25	7	1	14	50
7. Microfilm	3	38	7	1	16	65
8. Slides	2	31	7	1	12	53
9. Transparencies	2	21	6	1	11	41
10. Framed art reproductions	1	10	4	1	8	24
11. Prints	1	17	3	0	6	27
12. Maps	2	31	5	1	16	55
13. Models	2	6	3	0	5	16
14. Vertical files	3	38	8	2	16	67
15. TV facilities	2	21	4	0	6	33
	TNR = 3	TNR = 40	TNR = 8	TNR = 2	TNR = 21	TNR = 74

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
13. Check which are available in Spanish						
1. Books	3	39	7	2	21	72
2. Periodicals	3	35	6	1	17	62
3. Audio recordings	2	23	6	1	14	46
4. 16mm films	1	6	1	--	2	10
5. 8 mm films & film loops	1	4	--	--	--	5
6. Filmstrips	1	4	1	--	5	11
7. Microfilm		2	1	--	2	5
8. Slides	1	3	2	--	2	8
9. Transparencies		4	3	--	4	11
10. Not applicable						
11. Not applicable						
12. Maps	--	5	1	--	4	10
13. Models	--	1	1	--	--	2
14. Vertical files	--	10	1	--	8	19
15. TV facilities	1	4	1	--	1	7
	TNR = 3	TNR = 40	TNR = 7	TNR = 2	TNR = 21	TNR = 73
14. Hours per week center is open (average number)	70	65.76	63	55	63.26	63.4
	TNR = 3	TNR = 39	TNR = 8	TNR = 1	TNR = 21	TNR = 72
15. Facility open: (number yes)						
a. Weekends	1	17	5	0	13	36
b. Academic holidays	1	23	3	0	10	37
c. Summer vacation	2	31	7	0	18	58
	TNR = 3	TNR = 40	TNR = 8	TNR = 1	TNR = 21	TNR = 72

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
16. All materials available to: (number yes)						
a. Faculty	3	40	8	1	21	73
b. Students	3	40	7	1	19	70
c. Faculty, students and staff	3	40	7	1	19	70
	TNR = 3	TNR = 40	TNR = 8	TNR = 1	TNR = 21	TNR = 73
17. Listings of AV and print materials in Spanish:						
(1) Yes	1	22	6	1	10	40
(2) No	1	13	1	0	9	24
	TNR = 2	TNR = 35	TNR = 7	TNR = 1	TNR = 19	TNR = 64
18. Inter-library network for resources for SS:						
(1) Yes	2	16	6	1	8	33
(2) No	1	23	2	1	13	40
	TNR = 3	TNR = 39	TNR = 8	TNR = 2	TNR = 21	TNR = 73

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
19. Population served by center:						
a. Faculty and professional staff (Total number)	700 TNR = 2	6,875 TNR = 32	595 TNR = 6	35 TNR = 1	2,226 TNR = 20	10,431 TNR = 61
b. Students (Total number)	16,000 TNR = 2	219,926 TNR = 33	10,998 TNR = 6	762 TNR = 1	62,158 TNR = 20	309,844 TNR = 62
20. Library operates, provides staff or logistical materials support for:						
(1) Learning labs:						
a. language labs	3	22	3	2	5	35
b. remedial labs	3	20	5	1	4	33
c. science labs	2	17	5	1	4	29
d. listening labs	3	33	6	1	9	52
	TNR = 3	TNR = 40	TNR = 8	TNR = 2	TNR = 20	TNR = 73
(2) Individual learning carrels:						
a. Wet	2	18	4	0	8	32
b. Dry	3	24	4	1	10	42
	TNR = 3	TNR = 39	TNR = 8	TNR = 1	TNR = 20	TNR = 71
(3) Student materials production:						
a. Yes	2	11	4	1	3	21
b. No	1	29	4	0	17	51
	TNR = 3	TNR = 40	TNR = 8	TNR = 1	TNR = 20	TNR = 72

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
(4) Occupational-technical courses						
a. Yes	3	30	6	1	11	51
b. No	0	10	2	0	9	21
	TNR = 3	TNR = 40	TNR = 8	TNR = 1	TNR = 20	TNR = 72
(5) Off-campus extension						
a. Yes	2	20	4	0	7	33
b. No	1	20	4	1	12	38
	TNR = 3	TNR = 40	TNR = 8	TNR = 1	TNR = 19	TNR = 71
21. SS student population *						
(1) avg. percent	--	14.33	--	25	15.33	18.22
		TNR = 10		TNR = 1	TNR = 3	TNR = 14
(2) Total number	2,286	14,835	1,921	--	5,002	24,044
	TNR = 2	TNR = 20	TNR = 6		TNR = 10	TNR = 38

* Some respondents gave the actual number of Spanish speaking students, others the percentage; therefore, the responses are given for each type.

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
22. Spanish surnamed or SS staff used to develop services to students from the following:						
1. Unskilled Laborers	1	6	3	--	1	11
2. Blue Collar Workers	1	7	2	--	1	11
3. Industrial Educ.	2	6	2	--	2	12
4. Prisons	0	2	1	--	0	3
5. Churches and Missions	0	2	1	--	1	4
6. Hospitals	1	3	3	--	1	8
7. Recreational Agencies	1	1	3	--	0	5
8. Handicapped	0	3	3	1	0	7
9. Illiterates	1	4	3	--	1	9
10. Non-English Speaking	2	7	3	--	3	15
11. Disadvantaged	2	8	4	1	2	17
	TNR = 3	TNR = 38	TNR = 7	TNR = 2	TNR = 18	TNR = 68

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
23. In your opinion, do SS students respond more readily to AV materials than to traditional print materials?						
(1) Yes	2	16	5	0	8	31
(2) No	1	11	2	1	5	20
	TNR = 3	TNR = 27	TNR = 7	TNR = 1	TNR = 13	TNR = 51
24. College has academically oriented Spanish studies program						
(1) Yes	2	30	1	1	5	39
(2) No	1	10	7	1	14	33
	TNR = 3	TNR = 40	TNR = 8	TNR = 2	TNR = 19	TNR = 72
25. Survey made to determine needs of SS students						
(1) Yes	0	1	0	0	2	3
(2) No	3	39	8	2	19	71
	TNR = 3	TNR = 40	TNR = 8	TNR = 2	TNR = 21	TNR = 74

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
26. Not applicable						
27. Program offered to train library staff?						
(1) Yes	1	18	3	0	4	26
(2) No	2	20	5	2	17	46
	TNR = 3	TNR = 38	TNR = 8	TNR = 2	TNR = 21	TNR = 72
28. Would you hire a program graduate?						
(1) Yes	3	36	5	0	17	61
(2) No	0	1	2	1	2	6
	TNR = 3	TNR = 37	TNR = 7	TNR = 1	TNR = 19	TNR = 67
29. Planned expansions of services to SS within the next two years?						
(1) Yes	2	14	4	1	5	26
(2) No	1	16	2	0	10	29
	TNR = 3	TNR = 30	TNR = 6	TNR = 1	TNR = 15	TNR = 55

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
30. Do librarians, media specialists, or faculty members whom you know are working with SS students speak Spanish?						
(1) Yes	3	33	1	2	14	53
(2) No	0	6	0	0	4	10
A. Proficiency Level:						
1. Native	2	17	1	1	6	27
2. Good	1	13	1	1	7	23
3. Average		5			2	7
4. Fair		2			1	3
5. Poor		1			1	2
	TNR = 3	TNR = 39	TNR = 1	TNR = 2	TNR = 18	TNR = 73
31. Materials located at places outside library:						
(1) Yes	0	2	0	0	2	4
(2) No	3	37	8	2	19	69
	TNR = 3	TNR = 39	TNR = 8	TNR = 2	TNR = 21	TNR = 73

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
32. Percentage of materials in library directed at SS:						
(average percent)	9.25	1.97	4.6	5	2.4	4.64
	TNR = 2	TNR = 31	TNR = 6	TNR = 1	TNR = 15	TNR = 55
33. Person on staff to determine community and student needs and translate them into library service programs:						
(1) Yes	1	11	3	2	5	22
(2) No	2	26	5	0	14	47
A. Not applicable						
B. SS	1	6	1	1	3	12
C. Librarian	0	4	2	0	4	10
	TNR = 3	TNR = 37	TNR = 8	TNR = 2	TNR = 19	TNR = 69
34. Part-time SS workers from community or student body paid library aides:						
(1) Yes	3	21	5	2	9	40
(2) No	0	17	3	0	11	31
	TNR = 3	TNR = 38	TNR = 8	TNR = 2	TNR = 20	TNR = 71

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
35. Special courses for SS supported or held by library:						
(1) Yes	1	2	2	0	0	5
(2) No	2	36	6	2	21	67
	TNR = 3	TNR = 38	TNR = 8	TNR = 2	TNR = 21	TNR = 72
36. Cooperative organized program between school and other libraries in service programs for SS:						
(1) None	2	33	5	1	17	58
(2) Few	1	2	3	1	1	8
(3) Some		2			2	4
(4) Many					1	1
	TNR = 3	TNR = 37	TNR = 8	TNR = 2	TNR = 21	TNR = 71
37. Cooperate with teaching departments to provide library and information services to SS:						
(1) Yes	3	29	5	2	6	45
(2) No	0	9	3	0	12	24
	TNR = 3	TNR = 38	TNR = 8	TNR = 2	TNR = 18	TNR = 69

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
38. Cooperate with teaching departments to provide assistance or referral services to SS:						
(1) Yes	1	20	4	2	7	34
(2) No	2	17	4	0	12	35
	TNR = 3	TNR = 37	TNR = 8	TNR = 2	TNR = 19	TNR = 69
39. In-service training programs by library to better understand needs of SS:						
(1) Yes	0	1	2	0	1	4
(2)	3	37	6	2	18	66
	TNR = 3	TNR = 38	TNR = 8	TNR = 2	TNR = 19	TNR = 70
40. Number of SS board members:						
(Total in State)	2	11	7	4	16	40
	TNR = 2	TNR = 35	TNR = 8	TNR = 2	TNR = 16	TNR = 63

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
41. Library offers students and other users, upon request, instruction in general use of library or information resources other than card or book catalogs:						
(1) No	0	0	0	0	1	1
(2) English	2	26	6	0	15	49
(3) Spanish	0	0	0	0	0	0
(4) Both	1	7	2	2	5	17
	TNR = 3	TNR = 33	TNR = 8	TNR = 2	TNR = 21	TNR = 67
42. Individual use AV presentations showing how to use library:						
(1) No	0	12	5	1	3	21
(2) English	1	25	2	1	18	47
(3) Spanish	0	0	0	0	0	0
(4) Both	2	0	1	0	0	3
	TNR = 3	TNR = 37	TNR = 8	TNR = 2	TNR = 21	TNR = 71

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
43. Pamphlets, maps and directional signs describing library and its layout:						
(1) No	0	4	4	1	2	11
(2) English	2	34	4	1	19	60
(3) Spanish	0	1	0	0	0	1
(4) Both	1	0	0	0	0	1
	TNR = 3	TNR = 39	TNR = 8	TNR = 2	TNR = 21	TNR = 73
44. SS employees work with SS students:						
(1) Yes	0	1	0	0	2	3
(2) No	2	28	7	2	12	51
	TNR = 2	TNR = 29	TNR = 7	TNR = 2	TNR = 14	TNR = 54
45. College administration involves library in curriculum design to assist in supporting programs for SS:						
(1) Yes	3	26	6	1	4	40
(2) No	0	10	2	1	12	25
	TNR = 3	TNR = 36	TNR = 8	TNR = 2	TNR = 16	TNR = 65

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
46. Exhibits and programs for SS:						
(1) Yes	1	17	2	0	4	24
(2) No	2	19	6	1	13	41
	TNR = 3	TNR = 36	TNR = 8	TNR = 1	TNR = 17	TNR = 65
47. In your opinion, do the ALA standards for Junior College LRC's provide support for minority or disadvantaged groups?						
(1) Yes	0	18	6	1	7	32
(2) No	2	15	1	0	10	28
	TNR = 2	TNR = 33	TNR = 7	TNR = 1	TNR = 17	TNR = 60
48. Area Accrediting Association relates activities to instruction for SS:						
(1) Yes	0	7	3	0	2	12
(2) No	2	23	2	1	14	42
	TNR = 2	TNR = 30	TNR = 5	TNR = 1	TNR = 16	TNR = 54

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
49. Library provides tutorial services in addition to guidance in use of library materials:						
(1) Yes	1	16	6	0	8	31
(2) No	2	23	2	2	12	41
	TNR = 3	TNR = 39	TNR = 8	TNR = 2	TNR = 20	TNR = 72
50. Library offers vocational guidance to students:						
(1) No	0	4	0	0	2	6
(2) English	3	34	5	1	17	60
(3) Spanish	0	0	0	0	0	0
(4) Both	0	1	3	1	2	7
	TNR = 3	TNR = 39	TNR = 8	TNR = 2	TNR = 21	TNR = 73
51. Special closed circuit TV programs directed at SS prepared by library:						
(1) Yes	0	1	0	0	0	1
(2) No	3	38	8	2	21	72
	TNR = 3	TNR = 39	TNR = 8	TNR = 2	TNR = 21	TNR = 73

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
52. SS have opportunity to review service policies and recommend materials:						
(1) Yes	3	25	6	1	11	46
(2) No	0	11	2	1	8	22
	TNR = 3	TNR = 36	TNR = 8	TNR = 2	TNR = 19	TNR = 68
53. Size of book collection in Spanish.						
(1) Average percent	2.5	1.75	--	.4	15	4.91
	TNR = 2	TNR = 3		TNR = 1	TNR = 1	TNR = 7
(2) Total number	150	7,731	480	1,000	18,472	27,833
	TNR = 1	TNR = 25	TNR = 6	TNR = 1	TNR = 18	TNR = 51
54. Number of periodicals in Spanish.						
(1) Total number	17	174	17	7	112	327
	TNR = 2	TNR = 36	TNR = 6	TNR = 2	TNR = 21	TNR = 67

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
55. Number of tapes in Spanish.						
(1) Regular (Total)	50	1,189	63	0	482	1,784
	TNR = 2	TNR = 35	TNR = 6	TNR = 2	TNR = 20	TNR = 65
(2) Cassette (Total)	24	450	50	24	646	1,194
	TNR = 2	TNR = 31	TNR = 6	TNR = 2	TNR = 17	TNR = 58
56. Not applicable						
57. Willing to discuss the provision of library service to SS.						
(1) Yes	3	25	6	1	8	43
(2) No	0	4	0	0	6	10
	TNR = 3	TNR = 29	TNR = 6	TNR = 1	TNR = 14	TNR = 53
58 College serves as meeting place for programs directed to SS:						
(1) Yes	2	17	5	1	3	28
(2) No	1	20	3	1	14	39
	TNR = 3	TNR = 37	TNR = 8	TNR = 2	TNR = 17	TNR = 67

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
59. College has board/members from SS communities:						
(1) Yes	1	12	4	1	2	20
(2) No	1	21	2	1	17	42
	TNR = 2	TNR = 33	TNR = 6	TNR = 2	TNR = 19	TNR = 62
60. Library professionals function as advocates for SS						
(1) Yes	2	7	3	0	3	15
(2) No	1	29	5	2	15	52
	TNR = 3	TNR = 36	TNR = 8	TNR = 2	TNR = 18	TNR = 67
61. Work with faculty members to coordinate special programs related to use of library and AV materials for SS:						
(1) Yes	2	21	7	2	5	37
(2) No	1	17	1	0	15	34
	TNR = 3	TNR = 38	TNR = 8	TNR = 2	TNR = 20	TNR = 71

QUESTION	ARIZONA	CALIFORNIA	COLORADO	NEW MEXICO	TEXAS	TOTAL
62. Take part in teaching aspects of curriculum for SS:						
(1) Yes	1	11	1	0	2	15
(2) No	2	26	7	2	17	54
	TNR = 3	TNR = 37	TNR = 8	TNR = 2	TNR = 19	TNR = 69
63. Areas SS aides, clerks, students and technicians are utilized:						
(1) Reference	1	12	3	--	6	22
(2) Circulation	3	26	5	1	11	46
(3) Technical Processing	3	19	5	1	10	38
(4) Learning Labs	2	11	2		6	21
(5) AV Production	3	10	3	1	5	22
(6) Typing	3	26	5	1	10	45
(7) Receiving	1	8	5	--	8	22
	TNR = 3	TNR = 37	TNR = 8	TNR = 2	TNR = 21	TNR = 71

APPENDIX K

A Chicano Student's Guide

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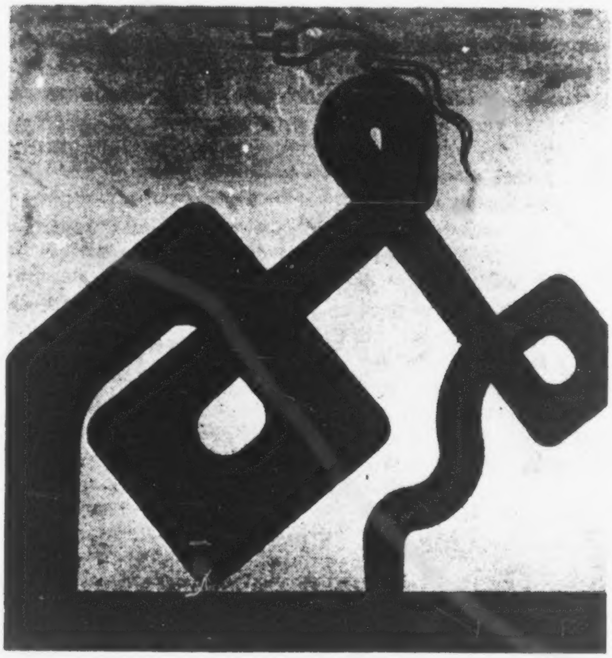
A CHICANO STUDENT'S GUIDE

TO FOOTHILL COLLEGE LIBRARY RESOURCES IN MEXICAN AMERICAN STUDIES

Compiled by J. Bruguera
Part-time Evening Librarian
Foothill College



January 1972

DEDICACION

Se ha dicho que "saber es Poder." Sabemos también que los enemigos de la humanidad son el miedo y la ignorancia. Dentro de estas paginas se encuentran varios instrumentos que nos dan "El poder de saber" a como luchar contra estas fuerzas enemigas universales de la humanidad.

Como miembros de una RAZA BELLA conosida por su corazón y punto de vista humanístico, somos obligados a utilizar toda materia disponible para que esta lucha tenga éxito. A ese proposito se decida esta bibliografía.

Adelante,

Raul R. Felix

Raul R. Felix, Coordinator
Multi-Cultural Program
Foothill College

A CHICANO STUDENT'S GUIDE
TO FOOTHILL COLLEGE LIBRARY RESOURCES
IN MEXICAN-AMERICAN STUDIES

The purpose of this guide is to acquaint the Chicano student with the different ways of finding books and articles on Mexican-Americans in the Foothill College Library.

It is not intended to replace the services of the librarians and you are encouraged to consult them any time you need help.

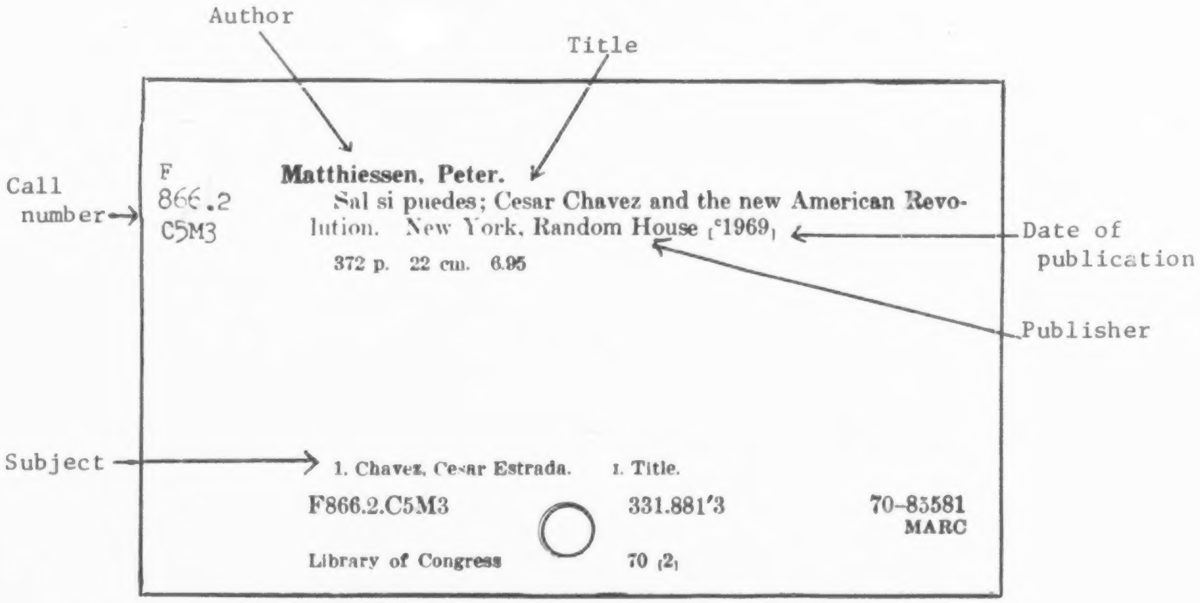
I. THE CARD CATALOG

The card catalog is an index to the whole collection. It lists, in a single alphabet, the authors, subjects and titles for most of the books in the library.

If you know the author or the title of the book you need, look up the author's name or the title of the book. Remember that when a title starts with an article, the, a, an for English, and el, la, lo, los, las for Spanish, it is disregarded in filing.

Every catalog card lists the author if one is given, title of the book, place of publication, publisher and date of publication. There is more information than that, but for the purpose of this guide it is not necessary to discuss it.

In addition to the information on the book, you will find three or more rows of numbers in the upper left hand corner of the catalog card. These numbers represent the book's call number, which also appears on the spine of the book, and which will enable you to locate the material.



F
866.2
C5M3

Matthiessen, Peter.
Sal si puedes; Cesar Chavez and the new American Revolution. New York, Random House [°1969]
372 p. 22 cm. 6.95

1. Chavez, Cesar Estrada. I. Title.

F866.2.C5M3 331.881'3 70-85581
MARC

Library of Congress 70 [2]

If you do not know the author or the title of the book you need, you will have to use a subject approach to the card catalog. Instead of looking up an author's name, such as Smith, or Sanchez, you look up a subject, such as MEXICAN-AMERICANS.

In looking for information on Mexican-Americans, you have a wide variety of subject headings available. To help you in your research, we have compiled a list of subject headings used in our card catalog for materials on Mexican-Americans. This list covers a wide range of topics. You probably will use only a few of them, but you should be aware of the materials that are available to you - materials which range from very recent books to historical accounts dating back several hundred years.

SUBJECT HEADINGS ON MEXICAN-AMERICANS:

AGRICULTURAL LABORERS- CALIFORNIA
AGRICULTURAL LABORERS, MEXICAN- CALIFORNIA

CALIFORNIA- HISTORY
CALIFORNIA- HISTORY- 1846-1850
CALIFORNIA- LAND GRANTS
CALIFORNIA- PUBLIC LANDS

INDIANS OF MEXICO
INDIANS OF MEXICO- ART
INDIANS OF MEXICO- CHIHUAHUA
INDIANS OF MEXICO- CULTURE
INDIANS OF MEXICO- SOCIAL LIFE AND CUSTOMS
INDIANS OF NORTH AMERICA- CALIFORNIA
INDIANS OF NORTH AMERICA- CALIFORNIA- CLAIMS
INDIANS OF NORTH AMERICA- CALIFORNIA- MAPS
INDIANS OF NORTH AMERICA- CALIFORNIA- SOCIAL LIFE AND CUSTOMS

LAND TITLES- CALIFORNIA

LATIN AMERICA
LATIN AMERICA- CIVILIZATION
LATIN AMERICA- HISTORY
LATIN AMERICA- POLITICS

MEXICAN AMERICANS
MEXICAN AMERICANS IN CALIFORNIA
MEXICAN AMERICANS- SOCIAL LIFE AND CUSTOMS

MEXICANS
MEXICANS IN CALIFORNIA
MEXICANS IN NEW MEXICO
MEXICANS IN TEXAS
MEXICANS IN THE NEW SOUTHWEST
MEXICANS IN THE UNITED STATES
MEXICANS IN THE UNITED STATES- CASE STUDIES
MEXICANS IN THE UNITED STATES- EDUCATION

SUBJECT HEADINGS ON MEXICAN-AMERICANS (continued)

MEXICO- HISTORY
MEXICO- HISTORY TO 1519
MEXICO- HISTORY- CONQUEST, 1519-1540
MEXICO- HISTORY- 1910-1946

MIGRANT LABOR
MIGRANT LABOR- CALIFORNIA
MIGRANT LABOR- UNITED STATES

MINORITIES
MINORITIES- SAN FRANCISCO BAY REGION
MINORITIES- UNITED STATES

MISSIONS- BAJA CALIFORNIA
MISSIONS- CALIFORNIA
MISSIONS, SPANISH
MISSIONS- TEXAS

SPAIN- COLONIES- ADMINISTRATION
SPAIN- COLONIES- AMERICA
SPAIN- COLONIES- NORTH AMERICA

SPANIARDS IN CALIFORNIA

SPANISH AMERICA
SPANISH AMERICA- HISTORY
SPANISH AMERICA- POLITICS
SPANISH AMERICANS IN THE NEW SOUTHWEST
SPANISH MISSIONS OF CALIFORNIA

TLAXCALA, MEXICO (STATE)- HISTORY
TLAXCALAN INDIANS

The library has books on all the subjects listed above. All are related, directly or indirectly, to the main subject of this guide, the Mexican-Americans.

WHAT SUBJECT HEADINGS TO USE?

When you look in the card catalog under MEXICAN-AMERICANS, you will notice that following the last card on this subject, it is further broken down into topics and geographical locations:

MEXICAN AMERICANS IN CALIFORNIA
MEXICAN AMERICANS- SOCIAL LIFE AND CUSTOMS

To use the card catalog effectively, always remember to look up the subdivisions of the subject of your interest, as well as subjects of related interest.

A closely related subject would be the following:

MEXICANS

WHAT SUBJECT HEADINGS TO USE (continued)

After finding this subject card, you proceed to scan the cards that follow:

MEXICANS IN CALIFORNIA
MEXICANS IN NEW MEXICO
MEXICANS IN THE UNITED STATES
MEXICANS IN THE UNITED STATES- EDUCATION

Because you are dealing with one of the "minorities," you may look up that subject heading in the card catalog. You will find the following:

MINORITIES
MINORITIES- SAN FRANCISCO BAY REGION
MINORITIES- UNITED STATES

Since you know that there are many Mexican-Americans employed in agriculture, you may also look up that subject:

AGRICULTURAL LABORERS- CALIFORNIA
AGRICULTURAL LABORERS, MEXICAN- CALIFORNIA

Agricultural laborers are often migrant laborers, who follow the planting and harvesting of products. Thus you look up:

MIGRANT LABOR
MIGRANT LABOR- CALIFORNIA
MIGRANT LABOR- UNITED STATES

A good point to start research on the background of Mexican-Americans is:

CALIFORNIA- HISTORY

and its chronological subdivisions:

CALIFORNIA- HISTORY- 1846-1950

For early accounts on California, well-known names of explorers and padres of that time - such as Anza, Palou or Serra - might serve as a good source of information. Other early historical material can be found under:

CALIFORNIA- LAND GRANTS
CALIFORNIA- PUBLIC LANDS

LAND TITLES- CALIFORNIA

Missions had a profound influence in early California: the card catalog lists books under this subject:

MISSIONS- BAJA CALIFORNIA
MISSIONS- CALIFORNIA
MISSIONS, SPANISH
MISSIONS- TEXAS

SPANISH MISSIONS OF CALIFORNIA

WHAT SUBJECT HEADINGS TO USE (continued)

The many Indian cultures in Mexico and in the Southwest were influenced, or destroyed, by the Spaniards. You may, therefore, wish to go back to the history of Indians and Spaniards. Look up:

MEXICO- HISTORY

and after the general works on Mexico's history you may want to read up on the pre-Columbian times:

MEXICO- HISTORY- TO 1519

Other historial times may be of interest to you, such as:

MEXICO- HISTORY- CONQUEST, 1519-1540
MEXICO- HISTORY- 1910-1946

If you want to do research on a particular state of Mexico, or a particular group of people, see whether their names appear in the card catalog. For instance, you will find:

TLAXCALA, MEXICO (STATE)- HISTORY
TLAXCALAN INDIANS

Another aspect of your research may well be the influence of Spain on Mexican-Americans. In many instances, we have the obvious such as language, religion and family names. Other influences may be less evident. You may want to explore the following subjects:

SPAIN- COLONIES- ADMINISTRATION
SPAIN- COLONIES- AMERICA
SPAIN- COLONIES- NORTH AMERICA

You may want to concentrate your research on a geographical area. Again, consult the card catalog under the following subjects:

MEXICANS IN THE NEW SOUTHWEST
SPANIARDS IN CALIFORNIA
SPANISH AMERICANS IN THE NEW SOUTHWEST

Up to the early 1960's, the Library of Congress, which establishes the subject headings used in most libraries, used the subject heading

SPANISH AMERICA

for books on Latin America. It is then worthwhile to see which books are available in the library under this subject and its subdivisions

SPANISH AMERICA- HISTORY
SPANISH AMERICA- POLITICS

WHAT SUBJECT HEADINGS TO USE (continued)

The books published after 1960 are cataloged under

LATIN AMERICA

and its subdivisions

LATIN AMERICA- CIVILIZATION
LATIN AMERICA- HISTORY
LATIN AMERICA- POLITICS

Also, you may find important historical material under

INDIANS OF MEXICO
INDIANS OF MEXICO- ART
INDIANS OF MEXICO- CULTURE

and all the other subdivisions. For California, you should look up

INDIANS OF NORTH AMERICA- CALIFORNIA
INDIANS OF NORTH AMERICA- CALIFORNIA- CLAIMS

and other subdivisions.

Please bear in mind that all the subject headings given above are only guidelines. The Reference Librarian may advise you on other subjects relevant to Mexican-Americans.

II. PERIODICAL AND NEWSPAPER INDEXES

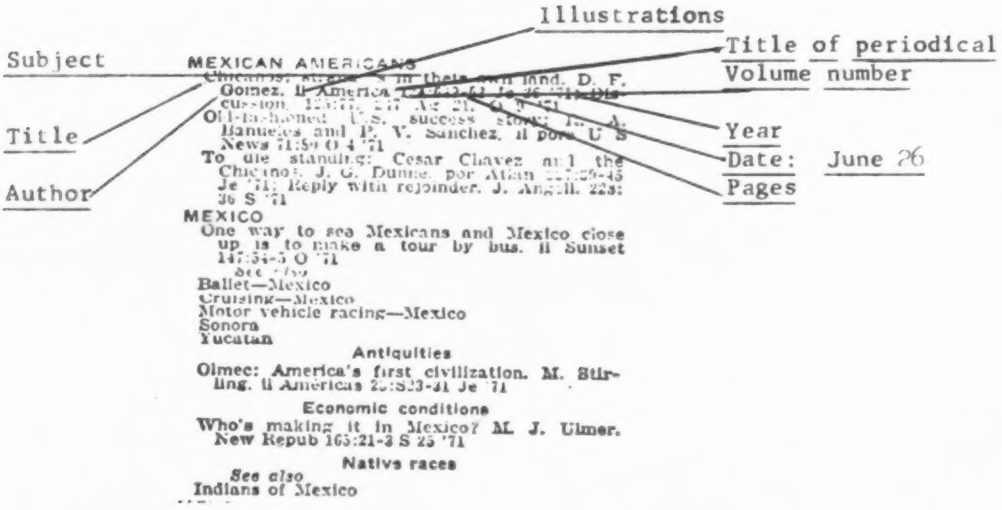
1. Periodical indexes

Articles appearing in periodicals are not indexed in the card catalog. Periodicals have their own indexes, located in the Periodicals Room. The following will be especially useful to you:

a. Readers' Guide to Periodical Literature - Indexes general and popular magazines and a few scholarly and scientific journals. Uses the same subject headings as the card catalog.

The articles are indexed by author and subject, and sometimes also by title.

The citation gives author and title of the article, title of the magazine in which it appears, volume number, pages and date.


Illustrations
Subject
Title of periodical
Volume number
Title
Year
Date: June 26
Author
Pages

MEXICAN AMERICANS

Chicanos: [illegible] in their own land. D. F. Gomez. il America [illegible] Je 26 '71; Discussion. [illegible] Ag 21, O [illegible] '71

Old-fashioned U.S. success story; R. A. Banuelos and P. V. Sanchez. il pors U S News 71:59 O 4 '71

To die standing: Cesar Chavez and the Chicanos; J. G. Dunne. por Atlan [illegible]:29-45 Je '71; Reply with rejoinder. J. Angell. 228:36 S '71

MEXICO

One way to see Mexicans and Mexico close up is to make a tour by bus. il Sunset 147:54-5 O '71

See also
Ballet—Mexico
Cruising—Mexico
Motor vehicle racing—Mexico
Sonora
Yucatan

Antiquities

Olmec: America's first civilization. M. Stirling. il Americas 23:S23-31 Je '71

Economic conditions

Who's making it in Mexico? M. J. Ulmer. New Repub 165:21-3 S 25 '71

Native races

See also
Indians of Mexico

PERIODICAL AND NEWSPAPER INDEXES (continued)

b. Social Sciences and Humanities Index - Arranged very much like the Readers' Guide mentioned above, except that it indexes scholarly journals rather than popular magazines.

Our subject is listed under the heading

MEXICAN AMERICANS
MEXICANS
MEXICANS IN THE UNITED STATES

c. Education Index - Indexes educational journals, books and pamphlets under author and subject. Arrangement is similar to that of the two previously mentioned indexes.

Materials on Mexican-Americans will be found under the following subject headings:

MEXICAN AMERICANS
MEXICAN AMERICANS IN THE UNITED STATES
SPANISH SPEAKING STUDENTS

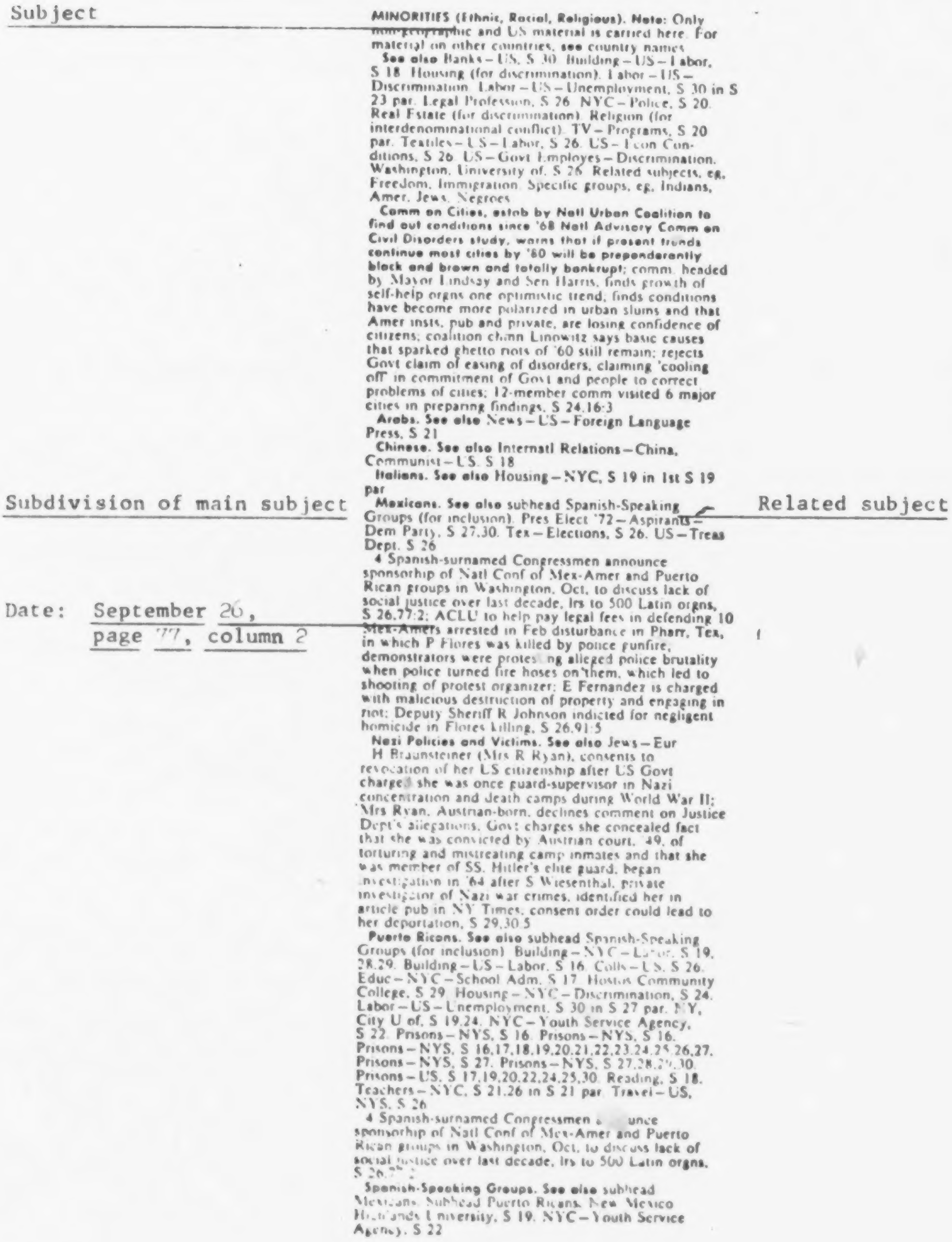
2. Newspaper indexes

Information in newspapers can be located through the neswpaper indexes. The most important ones are the following:

a. The New York Times Index - Indexes articles and news that appeared in the New York Times by subject. It gives exact reference to date of publication, page and column. Because it gives a very brief summary of the event or article indexed and a date, it can be used not only to locate information in the New York Times, but also as an index to other newspapers. Sometimes the summary itself might give you all the information you need. Materials on Mexican-Americans are listed under the subject heading

MINORITIES- MEXICANS

Sample of the New York Times Index



Subject

Subdivision of main subject

Related subject

Date: September 26, page 77, column 2

MINORITIES (Ethnic, Racial, Religious). Note: Only nongeographic and US material is carried here. For material on other countries, **see** country names

See also Banks–US, S 30. Building–US–Labor, S 18. Housing (for discrimination). Labor–US–Discrimination. Labor–US–Unemployment, S 30 in S 23 par. Legal Profession, S 26. NYC–Police, S 20. Real Estate (for discrimination). Religion (for interdenominational conflict). TV–Programs, S 20 par. Textiles–US–Labor, S 26. US–Econ Conditions, S 26. US–Govt Employes–Discrimination. Washington, University of, S 26. Related subjects, eg, Freedom, Immigration. Specific groups, eg, Indians, Amer, Jews, Negroes

Comm on Cities, estab by Natl Urban Coalition to find out conditions since '68 Natl Advisory Comm on Civil Disorders study, warns that if present trends continue most cities by '80 will be preponderantly black and brown and totally bankrupt; comm, headed by Mayor Lindsay and Sen Harris, finds growth of self-help orgns one optimistic trend; finds conditions have become more polarized in urban slums and that Amer insts, pub and private, are losing confidence of citizens; coalition chmn Linowitz says basic causes that sparked ghetto riots of '60 still remain; rejects Govt claim of easing of disorders, claiming 'cooling off' in commitment of Govt and people to correct problems of cities; 12-member comm visited 6 major cities in preparing findings, S 24,16:3

Arabs. See also News–US–Foreign Language Press, S 21

Chinese. See also Internatl Relations–China, Communist–US, S 18

Italians. See also Housing–NYC, S 19 in 1st S 19 par

Mexicans. See also subhead Spanish-Speaking Groups (for inclusion). Pres Elect '72–Aspirants–Dem Party, S 27,30. Tex–Elections, S 26. US–Treas Dept, S 26

4 Spanish-surnamed Congressmen announce sponsorhip of Natl Conf of Mex-Amer and Puerto Rican groups in Washington, Oct, to discuss lack of social justice over last decade, lrs to 500 Latin orgns, S 26,77:2; ACLU to help pay legal fees in defending 10 Mex-Amers arrested in Feb disturbance in Pharr, Tex, in which P Flores was killed by police gunfire; demonstrators were protesting alleged police brutality when police turned fire hoses on them, which led to shooting of protest organizer; E Fernandez is charged with malicious destruction of property and engaging in riot; Deputy Sheriff R Johnson indicted for negligent homicide in Flores killing, S 26,91:5

Nazi Policies and Victims. See also Jews–Eur

H Braunsteiner (Mrs R Ryan), consents to revocation of her US citizenship after US Govt charged she was once guard-supervisor in Nazi concentration and death camps during World War II; Mrs Ryan, Austrian-born, declines comment on Justice Dept's allegations; Govt charges she concealed fact that she was convicted by Austrian court, '49, of torturing and mistreating camp inmates and that she was member of SS, Hitler's elite guard; began investigation in '64 after S Wiesenthal, private investigator of Nazi war crimes, identified her in article pub in NY Times; consent order could lead to her deportation, S 29,30:5

Puerto Ricans. See also subhead Spanish-Speaking Groups (for inclusion). Building–NYC–Labor, S 19, 28,29. Building–US–Labor, S 16. Colls–US, S 26. Educ–NYC–School Adm, S 17. Hostos Community College, S 29. Housing–NYC–Discrimination, S 24. Labor–US–Unemployment, S 30 in S 27 par. NY, City U of, S 19,24. NYC–Youth Service Agency, S 22. Prisons–NYS, S 16. Prisons–NYS, S 16. Prisons–NYS, S 16,17,18,19,20,21,22,23,24,25,26,27. Prisons–NYS, S 27. Prisons–NYS, S 27,28,29,30. Prisons–US, S 17,19,20,22,24,25,30. Reading, S 18. Teachers–NYC, S 21,26 in S 21 par. Travel–US, NYS, S 26

4 Spanish-surnamed Congressmen a[illegible]unce sponsorhip of Natl Conf of Mex-Amer and Puerto Rican groups in Washington, Oct, to discuss lack of social justice over last decade, lrs to 500 Latin orgns, S 26,7[illegible]

Spanish-Speaking Groups. See also subhead Mexicans. Subhead Puerto Ricans. New Mexico Highlands University, S 19. NYC–Youth Service Agency, S 22

b. The Christian Science Monitor Index - Has a more limited national coverage than the New York Times Index, but it is very good for international news. Its arrangement is similar to that of the New York Times Index. Information on Mexican-Americans is listed under the subject heading

CHICANOS

III. DICTIONARIES AND ENCYCLOPEDIAS

Ref.
AE
65
E53
1967

Encyclopedia Barsa - This is a 16-volume work in Spanish. Volume 1 is the index, volume 15 is an atlas with a very good index, and volume 16 contains a guide to further reading.

This is probably the most up-to-date encyclopedia in Spanish. Its emphasis is on Latin America.

When using its index, you should be aware of certain peculiarities. For instance, information on the astronauts is indexed under the letter V for Viajes astronauticos.

Two standard dictionaries are recommended for the exact meaning of English and Spanish words:

Ref.
PC
4625
A33
1956

Real Academia Espanola. Diccionario de la lengua Espanola - Brought up-to-date regularly by the Spanish Real Academia, in collaboration with all the Latin American academies and the Academia Filipina. It gives the definition and origin of Spanish words regardless of the country that uses them. If a word is used only in a few countries, the names of these countries will be given before the definition.

Ref.
PE
1625
W36
1961

Webster's Third New International Dictionary - Gives the definition and origin of English words. About 600,000 words are defined.

Two bilingual dictionaries, available in the library collection, will be especially helpful to you:

Ref.
PC
4640
C8
1953

Cuyas, Arturo. Appleton's Revised English-Spanish and Spanish-English Dictionary.

Ref.
PC
4640
W55
1963

Williams, E. B. Holt Spanish and English Dictionary.

IV. PERIODICALS

The Foothill College Library subscribes to several magazines of special interest to Mexican-Americans:

Aztlan -
A Chicano journal of the social sciences and the arts, concerned primarily with cultural and philosophical issues involving Chicanos

Es Tiempo! -
A publication of Foothill College MECHA students

El Grito -
A journal of contemporary Mexican-American thought

The Hispanic-American Historical Review -
A quarterly publication of the Duke University. Includes scholarly articles on Latin American history and book reviews.

The Journal of Mexican American Studies -
A quarterly publication with emphasis on education, politics, religion and culture.

El Malcriado -
A monthly publication of the farmworkers in the Delano area. Library has 1969 - 1970 issues. The publication temporarily ceased in 1971.

Mundo Hispanico -
A monthly published in Spain. Concentrates on cultural issues of Latin America.

Por Que? Revista Independiente -
A weekly Mexican magazine of the opposition.

La Raza -
Concentrates on current events. Includes a section on Puerto Rico.

Regeneracion -
Its aim is ".. To serve La Raza by dealing with the issues, problems, and perspectives as sharply and as critically as it possibly can." All articles are in English, although occasionally there is a poem in Spanish.

Siempre -
A Mexican weekly. Includes articles on politics, arts, literature. Covers Latin American countries and Spain.

APPENDIX L

Bibliography--School and Public Library Relations

Bibliography

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APPENDIX M

Spanish Language Materials

LIBRARY MATERIALS FOR THE SPANISH SPEAKING

It was our original intent to include a bibliography of materials for the Spanish speaking in this appendix. However, our research over the past year has led to the discovery that there are many publications suitable for the Mexican American community, and, due to increasing demand, this number is increasing rapidly. As an example, the El Paso Community College library has several thousand titles; the Lane-Farris Resource Catalog, which recommends books for Mexican Americans of all ages and evaluates them in terms of level of interest and reading level required, is a four-volume publication. Needless to say, this report cannot hope to list all these materials. Therefore, we are including a discussion of library materials for the Spanish speaking written by William Ramirez for this report. Following this discussion is a listing of publishing houses which handle large numbers of materials for the Spanish speaking.

DISCUSSION

Spanish speaking people in the southwest have certain needs, desires and aspirations which are uniquely theirs. If libraries are to offer anything of value to this community, they must find special ways to satisfy these requirements. In order to succeed, the librarian must work effectively with four building blocks of library service--staff, communication, programs, and materials. The resulting program of library service should ideally provide the Spanish speaking with opportunities to:

--learn about their history and their heritage; this cultural reinforcement function is one of the vital functions of this service;

--be aware of and learn more about the position of the Spanish speaking in society, in the USA, Latin America and elsewhere. Special emphasis should be placed on local and/or regional problems and situations affecting the Spanish speaking;

--be continually aware of opportunities for self-improvement, education, advancement in their work;

--stimulate more active participation by the Spanish speaking in community activities, in the solution of local problems, in developing a stronger voice in the various facets of local government; and

--have available books and other materials for their enjoyment and recreation.

In effect, the library should serve as a cultural as well as an informational, educational, and reading center.

Materials, for purposes of this discussion, will include not only those materials traditionally thought to be the library's stock in trade--namely books and magazines--but also other kinds of printed matter and the vast range of audio-visuals.

In general, the composition and kind of community will determine what sorts of materials should be stocked in a library serving Spanish speaking people. The quantities and proportions in which they should be acquired will be based on similar considerations. The main differences between providing library materials for the Spanish speaking as distinguished from the Anglo community lie in the supplying of materials in Spanish, easy reading materials in both English and Spanish, and the ways in which the library materials are organized and used.

It is, of course, essential that materials be provided in Spanish. As indicated above, proportions and quantities will depend on the characteristics of the community. As important as it is to have a solid Spanish language collection, the materials provided in English about Mexican American history and culture can be every bit as vital.

Books--Nonfiction

In nonfiction works, biographies and histories are good investments. Histories in particular are very popular. There is considerable interest in historical figures and heroes; interest frequently varies with the age of the reader--for example, Juarez biographies may be sought after by older readers; Zapata is very big with the young. There is general interest in popular leaders such as Cesar Chavez and Reies Lopez Tijerina. Histories of the Mexican American Revolution are recommended. Another good subject is art, particularly Mexican art books.

Practical, easy, do-it-yourself type items in English and Spanish can be--and are--useful and popular. Examples of these books are child care, health, cooking, sewing, auto repair, learning English, civil service examinations, how to find a job, and other vocational and consumer education subjects.

Books--Fiction

In fiction it would be good to supply generous quantities of such popular items as mysteries and novels in English and in Spanish. Bestsellers, of course, should be included. Popular and well known writers such as Caridad Bravo Adams and Corin Tellado will be in demand. Adult romances and adventure stories in comic book form (historietas) have great appeal.

It is important to take special care have the solid works of literature on hand (Cervantes, Lope de Vega, and Garcia Lorca, for example). It is equally important that the best of contemporary writing being done in Spanish be on the shelves, including such authors as Octavio Paz, Miguel Angel Asturias, and Carlos Fuentes. These should be provided in both Spanish and in English, if at all possible.

Books for Children

Here, too, is a vitally important area in library service to the Spanish speaking. Colorful, attractive, interesting, and readable are the key words. Illustrations and layout should appeal to the children. Fortunately, there are now many more books than ever before that rate high in these qualities. It is likely that most children's collections will be predominantly in English. However, special efforts should be made to locate and acquire as many books as possible by and about Spanish speaking people, or books on subjects that are of special interest to children in this population group. As more and more emphasis is being placed on bilingual education in the public schools, there should be books in Spanish for children. It is up to the library to determine the need of the community in this area, to publicize the availability of these materials, and to find ways to stimulate their use.

As long as the books are attractive and the story or narrative interesting, it should not matter greatly whether the book is paperbound or hardbound.

Books--Some General Points

Paperback books have generally achieved a high level of importance and interest, particularly among the young. They are of special value in serving the library and informational needs of the Spanish speaking for these reasons:

--they are appealing and attractive in outward appearance, more so than many hardbound books in publisher's dust jackets and far more eye-catching than most books typically found on the library's shelves. They are attention getters which can be placed on display inexpensively by libraries in many kinds of locations in the community;

--they deal with an increasingly wider range of subject matter and include many authors in the areas of contemporary, standard, and classical literature;

--they can be more readily available than can hardbound books. A library can stock many copies of a paperback; more can be obtained at a small cost. One can read a book along with one's friends, each with a copy of the book. The trouble of having to reserve a popular books is something the reader does not really have to endure;

--the fact that paperback books are inexpensive is a great asset, especially when libraries are trying to stimulate reading among people who cannot usually spend money on books. If a paperback copy is lost, the charge (or fine) is either nonexistent or nominal. Paperback book losses can be written off. Payment for lost hardbound books is something else, and it may perhaps be one reason why low income families do not wish to risk borrowing a hardbound book from the library for fear of having to pay for it if it were lost.

Books, whether in paperback or hardbound form, should be supplied in multiple copies in order to reach adequately those who need or demand them.

Magazines, Newspapers

As in the Anglo community, magazines and newspapers are very popular with the Spanish speaking. A variety of these, in English and Spanish, should be provided by the library. Local dailies in both languages and nationally significant magazines are important. Spanish language periodicals such as Siempre, Todo, Hoy, etc., will be requested. El Grito and other Chicano movement magazines, as well as the various publications of the Chicano Press, are important parts of any collection serving the library needs of the Spanish speaking in the Southwest.

Special Chicano Collection

The Mexican American or Chicano collection will be very important. These are materials by and about Mexican Americans: works dealing with the Chicano Movement will be particularly interesting to users, or potential users in such places as the San Francisco, San Jose, and Los Angeles areas, and throughout the U.S. where the Movement is taking hold. More general materials dealing with the various aspects of the person of Mexican heritage in the U.S. will be important in all places where Spanish speaking people are situated. These materials will treat such matters as the status of the Spanish speaking person, his culture, customs, work, and activities. Also, problem areas in education, social and economic conditions, poverty, discrimination, housing, and employment will be included in such collections.

In addition to books and magazines, there should be other kinds of printed materials; examples of these are pamphlets, dissertations, reports, articles clipped from newspapers and magazines, speeches, and other miscellaneous ephemeral materials.

As suggested before, Chicano movement literature in its many forms should be provided, and in multiple copies if local interest warrants. If the library does not maintain an archive of these various kinds of printed material, then the entire community may be deprived of them; it is unlikely that other agencies will collect these materials and make them available to the community.

AUDIO VISUAL MATERIALS FOR THE SPANISH SPEAKING

Much has been written about the impact and importance of audio visuals and the multimedia approach to education and dissemination of information. Therefore, the next few paragraphs will merely enumerate, with brief comment, those forms of audio visual material which should appear in library collections serving the Spanish speaking.

Once again, emphasis should be on materials which, through format or content, will uniquely interest the Spanish speaking community. Accordingly, the library should acquire and provide for the Spanish speaking:

Records

Recordings in phonodisc and cassette form should be available to satisfy local need and requests. These should include records produced in Mexico, featuring Mexican artists; these are potentially of high interest and of high popularity.

Among USA performers recordings of popular artists, composers, and groups: e.g., Trini Lopez, Burt Bacharach, and the Tijuana Brass are good candidates.

Spoken records can be both enjoyable and useful; they are highly recommended. Comedy albums can serve a recreational, entertainment purpose; language records and albums such as those providing insturction in coversational English or Spanish can be extremely valuable.

Films

Of all the media enumerated here, films have the broadest general appeal. They can entertain, inform, educate in a most effective and painless fashion. They are enjoyed by young and old alike.

The library should make special effort to stock films in sufficient quantity to support its own programs and to assist local groups and organizations with theirs. Commercially produced Spanish language feature films are desirable, as are films for children in English and in Spanish. Silents (no language barrier here) and other general interest type films can be very popular.

Slides

This too is a versatile medium, and highly recommended. Not only can the library purchase prepared slides on a variety of topics, it can also make its own. Slides can be made on a specific subject and organized into a program. Carousel holders are practical since they can be used to organize the slides, to keep them together when they are loaned, or to show them.

Programs of community interst, local events, travel talks, historical presentations; these are a few of the possible applications of this medium.

Audiotapes

This is an easy medium with which to work. Audiotapes, as in the case of slides, can be made of local events, community programs and activities, meetings of various groups. Interviews can be recorded with key community people, officials, organization leaders, old timers. An oral history of the community can be developed and maintained. There is often no other record of the local community available. If duplicate tapes are made, the tapes can be available for general circulation. Audiotapes in cassete form are preferable because they can be handled and controlled much more easily.

Videotape

The library should seriously consider the possibilities of videotaping. There are a number of ways in which this versatile process might be useful in a library situation which emphasizes program involvement.

As examples, programs relating to public speaking or dramatic activities would lend themselves to use of videotaping equipment. The community, under the library's leadership or co-sponsorship, can present a play. The drama might be based on a recognized play, book or story; or it could be an original presentation of a work written in the community itself. For individuals who wish to improve their effectiveness in a variety of community situations it would be possible to provide an opportunity for role playing and self evaluation. The resulting videotape can be seen by one individual alone using the monitor, or it can be shown to a group via standard television set(s).

Events of local interest can be videotaped to be shown at some future time, or to another group. Community history can be preserved in a videotape archive.

The library could develop its own films, demonstrating various library activities and procedures, for benefit of users and staff. The process could also be used in in-service training activities.

The cost of videotaping equipment is now quite reasonable; it should be reduced even more as this process becomes more commonplace. If the library cannot afford to invest in a videotaping system it may be possible to borrow equipment owned by another library or agency, perhaps the local schools whose audiovisual tools usually include videotaping. Possibly through a program of cooperation with such agencies co-sponsored events of interest to the community could be taped and made available to a larger audience.

Movies

Home movies are another possibility, similar in effect to results produced by videotaping equipment. The library can use a conventional home movie camera (Super 8, etc.) to develop a series of films on various library and community programs.

Films made by people from the community can be collected, perhaps shown. The library may be able to organize a fairly sizeable collection of homemade movies and, with community interest, may be able to develop popular programs based on film.

Community Antenna Television (CATV)

Although CATV is virtually in its infancy, libraries should aggressively explore its possible applications to library activities and programs. Libraries serving the Spanish speaking should endeavor to be included in local CATV programming, working with other libraries, schools and educational agencies to this end.

Filmstrips

Filmstrips also are available on a wide range of subjects. Particularly recommended are combination filmstrip and record sets. These are both entertaining and informative. Filmstrips by and about Spanish speaking people should be especially sought after.

Games and Puzzles

Provision of games and puzzles of various kinds for young and old can have several advantages:

--as recreational materials they can attract people into the library who are not primarily interested in reading; they are an additional inducement to draw people in;

--games and puzzles can serve an educational function; they can develop abilities--spelling, mathematical ability, reasoning, for example.

Libraries serving the Spanish speaking should experiment with these materials by providing a generous assortment of games and puzzles. Expansion of this collection should be based on results observed.

Books

Aguilar S.A. de Ediciones, Juan Bravo 38, (Apdo. 14241), Madrid 6, Spain

Books of the World, Roxbury Building, Sweet Springs, Missouri 65351

Bowler Editores Argentina, S.A. Bernardo de Irigoyen 546, 90 Piso, Buenos Aires, Argentina

Diana, Tlacoquemetcatl 73, Mexico 12, D.F.

Doncel Editorial y Libreria, Perez Ayuso 20, (Apdo. 2058), Madrid 2, Spain

Ediciones Tory, S.A., Arnaldo de Oms 51-53, Barcelona 16, Spain

Editorial Botas, Justo Sierra 52, Mexico 1, D.F.

Editorial Bruguera S.A., Camps y Fabres 5, Barcelona 6, Spain

Editorial Cervantes, Av. Generalisimo Franco 382, Barcelona 9, Spain

Editorial Destino, Tallers 62-64, Barcelona, Spain

Editorial Juventud S.A., Provenza 101, (Apdo. 3), Barcelona 15, Spain

Editorial Losa, Alsina 1131, Buenos Aires, Argentina

Editorial Molino, Calabria 166, Barcelona 15, Spain

Editorial Noguer S.A., Paseo de Gracia 96, Barcelona 8, Spain

Editorial Renacimiento, Av. Xola 1408 (Apdo 1506), Mexico 12, D.F., Mexico

Editorial Sigman S.A.C.e I., Chile 945, Buenos Aires, Argentina

Editorial Timun Mas, Paseo San Gervasio 24, Barcelona 6, Spain

Espasa-Calpe, Rios-Rosas 26, Madrid 3, Spain

Franz C. Feger, 17 E. 22nd Street, New York, New York 10010

La Causa Publications, P.O. Box 4818, Santa Barbara, California 93103

Libreria Editorial El Ateneo, Florida 340-44, Buenos Aires, Argentina

Libreria Mexico, 2631 Mission Street, San Francisco, California

Libros Mexicanos, Gral. Cano 100-4, Mexico 18, D.F.

Miueria Books, 200 Park Avenue, South, New York, New York

Organisacion Editorial Novaro S.A., Apartado 1050, Mexico 1, D.F., Mexico

Planeta, Fernando Agullo 12, Barcelona, Spain

Plaza y Janes, Enrique Granado 86-88, Barcelona 8, Spain

Editorial Prrua, Avenue Republica Argentina 15, Mexico 1, D.F.

Projecto Leer, La Casita, Pan American Union, Washington, D.C. 20006

Queromon Editores S.A., Bucareli 59 (Apdo. M-7914), Mexico, D.F. Mexico

Selectas, La Valle 1454, Buenos Aires, Argentina

Unam, Direccion General de Publicaciones, Libreria Universitaria, Mexico 20, D.F.

Uteha, Av. Universidad 767, Mexico 12, D.F.

Audio-Visual Materials

Allend'or Productions, 4321 Woodman Ave., Sherman Oaks, California 91403

Allyn & Bacon, 470 Atlantic Ave., Boston, Mass. 02110

American Book Co., 300 Pike St., Cincinnati, Ohio 45202

American Dental Association, 211 East Chicago Ave., Chicago, Ill. 60611

Arte y Cultura, A. C., Liverpool No. 48 5to. piso, Mexico 6, D.F.

Atlantis Productions, Inc., 1252 La Granada Dr., Thousand Oaks, Calif. 91360

Audio Visual Instructional Media Services N.W., P.O. Box 1010, Hollywood, California

Baily Films, 6509 De Longpre Ave., Hollywood, California 90028

Brandon International Films, 221 W. 57th St., New York, N. Y. 10019

La Causa Distribution Center, 3725 E. 14th St., Oakland, California

Centro Audio Visual Educativo, A. C., Liverpool 65-206, Mexico 6, D.F.

Chilton Books, 401 Walnut St., Philadelphia, Pennsylvania 19106

CMS Records, Inc., 14 Warren St., New York, N. Y. 10007

R. D. Cortina Co., 136 W. 52 St., New York, N. Y.

Crusade for Justice, 16th & Downing, Denver, Colorado

Don Bosco, S. A., Apartado postal 920, Mexico 1, D.F.

Inter-American Safety Council, Inc., 140 Cedar St., New York, N. Y. 10006

Alfabetización Laubach Mexicana, A. C., Berlin 26 Despacho 2, Mexico 6, D.F.

Linguaphone Institute, Inc., 437 Madison Ave., New York, N. Y. 10022

Medical Communications, Inc., 280 Park Ave., New York, N. Y. 10017

Motion Picture Service, Office of Information, U. S. Dept. of Agriculture,
Washington, D. C. 20250

Planned Parenthood-World Population, 810 Seventh Ave., New York, N. Y. 10019

Secreteria de Salubridad y Asistencia, Dr. Jorge Gage Barragan, Director,
Seccion Direccion, Lomas de Plateras, Mexico 19, D.F.

Southwest Council of La Raza, 11 West Jefferson Ct. No. 416, Phoenix,
Arizona

Trans-World Films, Inc., 332 South Michigan Ave., Chicago, Ill. 60604

United Farm Workers Organizing Committee, P.O. Box 130, Delano, California

Urban Media Materials, P.O. Box 133, Flushing, New York 11365

Utah Migrant Council, Salt Lake City, Utah

Weston Woods, Weston, Connecticut 06880

World Council of Credit Unions, Inc., 1617 Sherman Ave., Box 431,
Madison, Wisconsin 53701

WFF'N PROOF, P.O. Box 71, New Haven, Connecticut 06501

APPENDIX N

Definition of Terms

APPENDIX N

3.1 Glossary of Terms

Appendix N defines the terms used in the survey and analysis sections of this report.

Term	Definition
Association	Let a population be partitioned using criteria A and B (say A1 and A2 mean user and non-user; B1, Bs and B3 mean born in the United States, Mexico and elsewhere, respectively). Let the overall proportions A1, B1, B2, etc., be known, as well as the proportions simultaneously having each pair of attributes (A1-B1, A1-B2, etc.). A and B are associated to the extent that the distribution with respect to A1, A2, etc., within a category (say B2) departs from the overall A1, A2 distribution. A and B are associated if knowing something with respect to one criterion helps you make a better guess with respect to the other criterion than you could have made without the prior knowledge.
Attraction Potential	Please read the PREF definition first. Attraction potential is the difference between PREF and the current usage rate for the target group.
Attribute	Characteric of a person or institution with respect to a classification criterion: Under the criterion of age, Mr. Y has the attribute of being in the third group.

TABLE 3.1-1, Continued.

Term	Definition
Attribute Analysis	A contingency table study of the association between usage and a list of personal attribute criteria, merging the samples from all the cities.
Coefficient of Contingency, CC	A measure of association between two classification criteria. The measure used in this report is computed by: $CC = \sqrt{\frac{X^2}{X^2 + N}}$ X^2 = Chi-squared value computed from the contingency table N = The number of respondents in the sample
Chi-Square	(See X^2)
City Analysis	Usage rates differed among the cities, as did the detailed compositions of the samples (% male, % in various age brackets, etc.). City analysis consisted of attempts to reconcile usage differences by taking various respondent criteria successively into account.
Confidence Level	A sample statistic (say the proportion of users) is an approximation to the same statistic for the parent population, the departure from the population value being called the sampling error. If the sampling procedure was repeated many times, a distibution of sampling errors could be found. Suppose a confidence level C is chosen (say C=95%). Now find a value X, for the sampling error such that 95% of the trials produced errors of X or less. Then there is a 95% confidence level that on a given trial the sampling error will be X or less.

TABLE 3.1-1, Continued.

Term	Definition
Contingency Table, Analysis	Each table is a two-way array giving the number of respondents meeting both the row and column attributes. Every pair of row and column attributes is treated. Row, column and overall totals are also provided. The purpose of contingency table analyses is to detect the existence or lack of association between the row and column variables.
Correlation	A measure of how well the selected regression relationship fits the original data.
Criterion	A basis for classifying the sample: age, sex, native country, etc.
Degrees of Freedom, DF	The number of values in an array that can be varied independently, while holding row and column totals fixed and meeting any additional constraints.
Dendritic Library System	A branching library system coupling the community libraries to the data base central library by communication links.
Expected Value	Arithmetic mean; average value.
Hypothesis	A trial assumption or proposition, the acceptability of which is to be determined by analysis of the observed data. Usually a "null" hypothesis is put forth, meaning the assumption that no significant differences remain.
Information	That which reduces a person's uncertainty about an issue or subject in which he has an interest. A set of data (say a telephone directory) contains information to the extent a person is interested and is uncertain about its contents.
LCC	Leasing Community Center
Library System	The combination of facilities, people, policies, actions, methods and resources that brings library goods and services to the constituency.

TABLE 3.1-1, Continued.

Term	Definition
MPP	Material Prepackaging Program
Model Concept	A library system feature that is judged from the data to be especially helpful in attracting new Mexican American users.
Nonuser (Library)	A respondent who said he had visited a library less than twice in the six months before the interview.
PREF, Reference Proportion	Each group within a given personal attribute criterion has a usage rate or proportion. One of these rates was chosen in each case as a target value, should that criterion be used as the basis for target group selection.
Project Attractiveness Index, PAI	A benefit/cost index that allows proposed projects to be compared. $$\text{PAI} = \frac{\text{N x k x attraction potential}}{\text{project cost}}$$ k = weighting factor. N = size of target group or population. Attraction potential (see definition).
Regression	A means of deriving a relationship among scalar variables using the results of experiment observations.
Respondent	Usually a person or institution answering the question being discussed. In overall samples, a person or institution answering any part of the relevant questionnaire.
Sample	A group of respondents selected from a parent population. Statistics of the sample are assumed to approximate those of the parent population. Sampling procedures determine the nature of the parent population.
Scalar	A method of classification based on the magnitude of an attribute (say, age), as opposed to a classification method (say, native country), where magnitude does not have meaning.

TABLE 3.1-1, Continued.

Term	Definition
Standard Deviation	$$\sigma = \sqrt{\frac{(X_i - \overline{X})^2}{n}}$$ X_i = value of X for the i-th case $\overline{X}$ = mean (or expected or average) value of X $= (\quad X_i)/n$ n = number of cases being considered
Statistically Significant	Please read the definition for Confidence Level first. The issue in significance tests is whether two (sampled) populations could be alike, setting aside sampling errors. A difference between two statistics that exceeds the allowed sampling error at the selected level of confidence is called "significant." This means that there is a strong suspicion that the parent populations were statistically different.
Target Group	A particular segment of the population (e.g. housewives) selected for special attention.
Usage, Usage Rate	The fraction of respondents in a given group that said they were users; also the probability that a person in that group is a user.
User (Library)	A respondent who said he had visited a library at least two times in the six months before the interview.
X^2, Chi-squared	$$X^2 = \sum_{\text{all cells}} \frac{(\text{Expected} - \text{Observed})^2}{\text{Expected}}$$ Expected = computed population in a particular cell or group Observed = observed population in a particular cell or group The expected values are computed using some rule that attempts to "explain" the observations.